

ESSER II Plan Overview and Table of Contents

	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Public School Students	% Students Approved for Free- or Reduced- Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	101	Erie-Galesburg	433	54%	\$ 601,062	\$ 601,062	100%	\$ 601,062	100%	\$ 1,388
2	102	Cimmaron-Ensign	646	47%	\$ 277,404	\$ 277,404	100%	\$ 277,404	100%	\$ 429
3	107	Rock Hills	340	51%	\$ 295,743	\$ 295,743	100%	\$ 295,743	100%	\$ 870
4	203	Piper-Kansas City	2,498	17%	\$ 739,779	\$ 645,641	87%	\$ 645,641	100%	\$ 258
5	205	Bluestem	490	43%	\$ 265,659	\$ 265,659	100%	\$ 265,659	100%	\$ 542
6	212	Northern Valley	127	47%	\$ 109,475	\$ 105,962	97%	\$ 105,962	100%	\$ 834
7	215	Lakin	637	52%	\$ 478,839	\$ 478,839	100%	\$ 478,839	100%	\$ 752
8	242	Weskan	103	32%	\$ 36,765	\$ 36,765	100%	\$ 36,765	100%	\$ 357
9	246	Northeast	454	71%	\$ 582,331	\$ 582,331	100%	\$ 582,331	100%	\$ 1,283
10	249	Frontenac Public Schools	942	38%	\$ 414,589	\$ 382,012	92%	\$ 382,012	100%	\$ 406
11	258	Humboldt	757	36%	\$ 419,308	\$ 112,668	27%	\$ 112,668	100%	\$ 149
12	263	Mulvane	1,762	40%	\$ 781,646	\$ 780,280	100%	\$ 780,280	100%	\$ 443
13	281	Graham County	394	57%	\$ 263,016	\$ 171,884	65%	\$ 171,884	100%	\$ 436
14	315	Colby Public Schools	940	38%	\$ 418,446	\$ 418,446	100%	\$ 418,446	100%	\$ 445
15	316	Golden Plains	171	76%	\$ 185,920	\$ 185,920	100%	\$ 185,920	100%	\$ 1,087
16	320	Wamego	1,564	26%	\$ 573,379	\$ 573,379	100%	\$ 573,379	100%	\$ 367
17	323	Rock Creek	1,178	23%	\$ 348,713	\$ 166,486	48%	\$ 166,486	100%	\$ 141
18	332	Cunningham	183	37%	\$ 77,193	\$ 77,193	100%	\$ 77,193	100%	\$ 422
19	336	Holton	1,070	37%	\$ 558,548	\$ 536,391	96%	\$ 536,391	100%	\$ 501
20	337	Royal Valley	824	46%	\$ 446,632	\$ 375,230	84%	\$ 375,230	100%	\$ 455
21	338	Valley Falls	386	35%	\$ 134,927	\$ 43,259	32%	\$ 43,259	100%	\$ 112
22	361	Chaparral	775	63%	\$ 701,075	\$ 701,075	100%	\$ 701,075	100%	\$ 905
23	363	Holcomb	923	53%	\$ 566,054	\$ 348,161	62%	\$ 348,161	100%	\$ 377
24	364	Marysville	790	47%	\$ 504,336	\$ 461,573	92%	\$ 461,573	100%	\$ 584
25	366	Woodson	421	59%	\$ 440,172	\$ 440,172	100%	\$ 440,172	100%	\$ 1,046
26	380	Vermillion	573	28%	\$ 213,147	\$ 213,147	100%	\$ 213,147	100%	\$ 372
27	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	99%	\$ 251,917	100%	\$ 396
28	404	Riverton	677	51%	\$ 481,549	\$ 339,318	70%	\$ 339,318	100%	\$ 501
29	430	South Brown County	472	59%	\$ 593,626	\$ 252,009	42%	\$ 251,640	100%	\$ 533
30	445	Coffeyville	1,730	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	100%	\$ 1,332
31	458	Basehor-Linwood	2,863	12%	\$ 729,150	\$ 95,976	13%	\$ 95,976	100%	\$ 34
32	465	Winfield	2,147	51%	\$ 1,767,075	\$ 1,767,075	100%	\$ 1,767,075	100%	\$ 823
33	470	Arkansas City	2,747	68%	\$ 2,531,321	\$ 896,849	35%	\$ 896,849	100%	\$ 326
34	512	Shawnee Mission Pub Sch	26,028	33%	\$ 10,564,463	\$ 10,564,463	100%	\$ 10,564,463	100%	\$ 406
Total			56,681	38%	\$ 29,660,434	\$ 25,747,940	87%	\$ 25,747,571	100%	\$ 454



byRIPXrM

101_Erie/Galesburg_ESSER II Plan_0428

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 101 Erie/Galesburg
Applicant / Mailing Address	205 S. Main Erie, KS 66733
Applicant / First and Last Name of Owner, CEO, or Executive Director	TROY DAMMAN
Applicant / Email Address of Owner, CEO, or Executive Director	tdamman@usd101.com
Applicant / Phone Number	620-244-3264

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	Erie/Galesburg
District Number	101

Mailing Address Street Address	205 s main
Mailing Address City	Erie
Mailing Address Zip Code	66733
Authorized Representative of the District Name	Troy Damman
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	tdamman@usd101.com
Authorized Representative of the District Phone Number	+16202443264
Would you like to additional district representatives to the application?	No

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

For the most part, the impacts of COVID-19 have been equal among all of our PreK-12 students including all special groups. The higher impacts of the virus have been centered around the social emotional needs because of the reduced socialization and separation of students and their families with others. The remote education and reduction of interaction among peers have caused individuals to become more introverted and withdrawn from the learning environment. This has forced teachers to focus more attention to individuals with their instruction rather than the group and allowing for group interaction. In the early stages of the virus, there were restrictions for extra-curricular activities and this too discouraged students from focusing on academic needs. Once the ban on activities was lifted, it gave students a higher motivation knowing that they could participate in activities if they did well with their academics.

We believe that the combination of teachers focusing more with specific areas of their instruction and allowing students to participate in activities, have allowed our students to regain their level of education. The results from our assessment scores demonstrated that there was a slight gain from the previous year that supported our theory.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Our district has \$33,795 remaining in our ESSER I funds as of the date of this application. It is our intent to purchase cleaning supplies that will finish out the current fiscal year and help to start the beginning of the 2021-2022 school year. We anticipate having to purchase more supplies as the year progresses. We are also using some of the remaining funds to support student services that will be provided by Greenbush. The final remaining funds will be used to purchase technology needs to begin the 2021-2022 school year and to support upgrading the HVAC system in the elementary and middle school buildings. ESSER II funds will provide the bulk of the HVAC upgrade.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Our ESSER II funds will directly impact our student needs as a result of the COVID-19. We are proposing to use our ESSER II funds to update technology needs in the classroom, provide more support for social emotional needs, and to increase the safety of the environmental conditions with a cleaner air quality.

Part of our goal with the ESSER II funds is to update technology by using one-to-one devices. Our current devices are reaching the end of life period and do not possess the ability to communicate in remote settings or to allow for the greater demands for updated curriculum. It will be important to maintain an environment that reduces the ability of spreading germs by providing social distancing and less sharing of devices.

Our goals include adding software to allow students the ability to conduct virtual field trips, conduct screenings, complete various assessments, and to expand on other educational opportunities that cannot be through a face-to-face interaction. ESSER II funds will go towards allowable Greenbush services to help our district with providing environmental/custodial support, teacher and leadership training, and PAT.

The bulk of the ESSER II funds will be used for upgrading our Elementary and Middle school HVAC systems because they do not allow for fresh air exchange in the building. Our district did not receive SPARKS funding from our county that would have been utilized for this purpose so it will be important for us to make the upgrades of equipment. We have several families that do not want to have students present in the building because of the inability to clean the air for students. Several of our rooms only have a window AC unit that doesn't allow for any fresh air into the room. A quality HVAC system will provide industry standard air filtration and circulation.

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


The technology will be determined by teacher feedback and student participation. Having devices in each classroom will help teachers be able to plan lessons around what is best for students and not a schedule as to when they get the Chromebook cart.

The social emotional support will be determined through the number of referrals and the relationship with our assessments. We believe that if we support the students by becoming more confident that they will perform better in the classroom and have a stronger interaction with others.

With the HVAC, we will determine the impact from teacher, student, and administration feedback. Currently they share that the cooling/heating temperature varies greatly between classrooms and is very distracting towards student learning and participation. The teachers/administration should be able to provide feedback that this update has helped calm students and staff nerves and provides a higher quality educational environment for learning.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.


XLSX

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Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 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 of 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		Troy Damman
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Date		04/28/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
101	Erie-Galesburg	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-	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
101-1-001	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC UPGRADE AT THE ELEMENTARY AND MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION	\$ 550,000	\$ 550,000	\$ -	\$ -	\$ -	40590	Allowable if CDC guidelines are met
101-1-002	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	STUDENT COMPUTERS/ LICENSES TO PROVIDE EVERY STUDENT WITH THEIR OWN DEVICE FOR LEARNING.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	40575	Provide more information on how the equipment will be used as it relates to COVID-19; Applicant provided via email: When examining our mid-year and end-of-year data for USD 101, it is clear that some gaps have been created and/or extended due to COVID 19 school closures and student instructional time lost. Expenditures on student devices and licenses will allow us to achieve and maintain a one to one ratio of student to device. One to one student devices will help our district more effectively serve students who display learning gaps caused by Covid-19 in our response to intervention processes with our supplemental programs that utilize a technology component. It will also allow full usage of the technologically based aspects of our adopted curricula to more fully engage our students who have shown a preference to a virtual means of engagement during the pandemic. Additionally, the extended use of supplemental programs that will be accessed through our use of one to one student devices will offer us more valid data to observe and report on the closure of Covid related gaps that exist and allow us to utilize real time data to inform instructional decisions.

101-1-003	Eligible	Direct Allocation	Support Services (Students)	LEA Payments to COOP's/Intero locals	11A. Planning and implementing summer learning or enrichment programs	Before/after school services	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	40585	Provide more information regarding what before/after school services will be provided, how many staff members and the number of students due to COVID-19; Applicant provided via email: With the existing and likely learning gaps due to Covid-19 instructional time lost, it is imperative that we offer additional opportunities to our students outside the normal school day. The expenditures in this category will assist USD 101 with costs of providing after and pre-academic day opportunities. The intent of these expenditures is to supplement our current ability to offer academic opportunities to address learning gaps with supplementary programming and staff as needed outside of the school day. All of our staff will be supported by the services including our special education staff hired through the ANW Coop. The total number of staff will be approximately 75. All of our students will be supported by the opportunities because the teachers will be utilizing the services in their classroom and will be reflected/supported during the before/after school programs. We have typically seen 60 students in the summer school program with 6-8 teachers providing the curriculum.
101-1-004	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Greenbush services that include student support and teacher training	\$ 6,062	\$ 6,062	\$ -	\$ -	\$ -	40580	Provide more information regarding the services to be provided as related to COVID-19; Applicant provided via email: Due to existing and expected gaps shown by pre and post Covid achievement data, it is imperative to ensure that teachers and classified instructional staff have access to high quality professional and staff development. Training opportunities for all staff will be used to address strategies and content areas shown as needs based on losses due to Covid-19. These training areas will be demonstrated as needed by our data analysis, needs assessments, and offered in conjunction with Greenbush Educational Service Center. This will be offered in addition to our typical yearly investment in these programs.



XBoKNarQ

102_Cimarron-Ensign_ESSER II Plan_0427

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 102

Applicant / Mailing Address

| 314 N. 1st Street
Cimarron, KS 67835

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

Applicant / Email Address of Owner, CEO, or Executive Director | mwaters@cimarronschools.net

Applicant / Phone Number | 620 855 0552

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 | Cimarron-Ensign

District Number | 102

Mailing Address Street Address	314 N. 1st Street
Mailing Address City	PO Box 489
Mailing Address Zip Code	67835
Authorized Representative of the District Name	Mike Waters
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mwaters@cimarronschools.net
Authorized Representative of the District Phone Number	+16208550552
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	stoothaker@cimarronschools.net

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

USD 102 has approximately 660 students PreK-12 grades. All students have been in school, in-person this year. Since August 26th, students and staff have not been in school and in-person. USD 102 carefully considered the data associated with academic impacts, specifically data that may indicate a learning gap larger than normal. In reviewing the data, USD 102 found the following: 1) in 2019-2020 73% of all students K-12 were "on track academically". This indicates the student has all A's, B's, and/or C's in all classes; 2) In 2020-2021 the number of K-12 students "on track academically" was 69%. This was after a 10-week session of remote learning from March 2020 to May 2020; 3) In 2019-2020, NWEA Maps assessments indicate that 94% of students in 7-12 were "at or above the benchmark"; 4) In 2020-2021, NWEA Maps assessments indicate that 87% of students in 7-12 were "at or above the benchmark". The Elementary staff continuously reviews data such as Aimsweb+ and Star Reading to ensure students are making proper progress – and the students are progressing at the pace of a non-Covid school year. The USD 102 Chronic Absenteeism is approximately the same through the last three years. A remarkable feat given schools are educating through a pandemic.

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

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

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

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

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

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

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

After consideration of many data points, the USD 102 Board of Education has decided to use the funds on “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.”

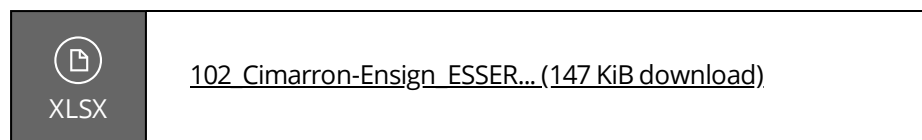
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

It will be difficult to determine the positive effect improved air quality and purification might have on students and staff. However, in an attempt to meet or exceed the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE) standards for indoor quality, it will only assist students and staff with a better, cleaner, and healthier learning environment. It is the hope of USD 102 that better-purified air and improved air quality will help to keep all students in school more often and reduce the chronic absenteeism rate.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

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

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Date | 04/27/2021

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

USD	District Name	Data as of
102	Cimarron-Ensign	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
102-1-001	Eligible	Direct Allocation	Building Improvements	Other Equipment Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 102 will use the ESSER II funds for updating and improving air quality in the student attendance centers with an updated HVAC system. The improvement of air quality, filtration, and purification will have a positive effect on mitigating the spread of Covid-19 in the buildings. USD 102 is making an effort to improve all air quality to meet the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHREA) specifications for indoor air quality.	\$ 277,404	\$ 277,404	\$ -	\$ -	\$ -	42	Allowable if CDC guidelines are met



vjqyKmlZ

107_Rock Hills_ESSER II Plan_0430

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 107

Applicant / Mailing Address

109 E Main

Mankato, KS 66956

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

Rex Boley

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

rboley@usd107.org

Applicant / Phone Number

785-531-0087

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

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

Application details

Full District Name

Rock Hills

District Number

107

Mailing Address Street Address	109 E. Main St
Mailing Address City	Mankato
Mailing Address Zip Code	66956
Authorized Representative of the District Name	Rex Boley
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rboleym@usd107.org
Authorized Representative of the District Phone Number	+17853783102
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	107clerk@usd107.org

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

USD 107 ESSER II funds will provide principals and other school leaders with the resources necessary to address student needs. Purchase of FastBridge student screener. ID student academic & social emotional needs. Implement and train staff on administering, accessing student data results and setting up student intervention plans. Staff collaboration on ELA and Math lesson, assessments, interventions and alignment to address student learning loss. This summer we are expanding our summer Elementary programs for students. We are requesting ESSER II funding for educational interventions (Haggerty and 95 Percent) in addition we will use funding to implement the STREAM (Science, Technology, Reading, Engineering, Art, Math) model at our Elementary summer JumpStart. This summer we are starting Summer Learning Opportunities for our Jr/Sr High Students. ESSER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss. Funding will be used for teachers and classified teacher aids during our Summer Opportunity and Jump Start programs. In addition, we want start and use funding for two Summer Enrichment Camps. These camps will be open to all students' grades 4th and 5th as well as 6th and 7th. Enrichment Camps focuses on College/Career Readiness. Integration of CTE/ NC3 certification into core curriculum.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

USD 107 ESSER II funds will provide principals and other school leaders with the resources necessary to address student needs. Purchase of FastBridge student screener. ID student academic & social emotional needs. Implement and train staff on administering, accessing student data results and setting up student intervention plans. Staff collaboration on ELA and Math lesson, assessments, interventions and alignment to address student learning loss. This summer we are expanding our summer Elementary programs for students. We are requesting ESSER II funding for educational interventions (Haggerty and 95 Percent) in addition we will use funding to implement the STREAM (Science, Technology, Reading, Engineering, Art, Math) model at our Elementary summer JumpStart. This summer we are starting Summer Learning Opportunities for our Jr/Sr High Students. ESEER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss. Funding will be used for teachers and classified teacher aids during our Summer Opportunity and Jump Start programs. In addition, we want start and use funding for two Summer Enrichment Camps. These camps will be open to all students' grades 4th and 5th as well as 6th and 7th. Enrichment Camps focuses on College/Career Readiness. Integration of CTE/ NC3 certification into core curriculum.


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

Using our FastBridge screener, national norm tests, progress monitoring, teacher observations, data from MTSS student plans enrollment numbers in summer programs and student Individual Plans of Student College and Career Information.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

Rock Hills USD 107 ESSER... (148 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature

| Rex Boley

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

USD	District Name	Data as of
107	Rock Hills	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a	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
107-1-001	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Purchase of equipment. Supplies and training to enhance and add CTE classes and courses. Data Analytics through TRANE, Multimeter and Percision Measurements with Snap-On.	\$ 20,000	\$ 10,000	\$ 10,000	\$ -	\$ -	69	Per applicant, Due to COVID with social distancing we had to limit numbers of students using tools and training aids. Because of COVID 19 we need to purchase additional tools. Enrollment numbers have declined at Tech Colleges while the demand for trained employees have risen. We are addressing this by implementing high demand skills in our area and region.
107-1-002	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Staff	\$ 36,600	\$ 18,300	\$ 18,300	\$ -	\$ -	69	Per applicant, PreK-5 – Jump Start – Currently at 66 students – 7 Elementary Teachers – 1 MTSS Support Para – 1 Food Service worker 6-12grades - Summer Opportunities (New) – Currently 8 students – 2 Teachers Both of these summer programs address the Social/Emotional needs for our student related to COVID 19. In addition these program are designed to address learning loss to students
107-1-003	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Supplies and Materials	\$ 3,700	\$ 2,200	\$ 1,500	\$ -	\$ -	69	Per applicant, Hands On Labs and supplies, Art/Craft Supplies, Curriculum material to teach STREAM, Workbooks
107-1-004	Eligible	Direct Allocation	Vehicle Operation	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Transportation -Staff	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	69	

107-1-005	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Purchase of FastBridge	\$ 3,970	\$ 3,970	\$ -	\$ -	\$ -	69	
107-1-006	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	Summer Jump Start for PreK-5 students & Summer Opportunities for Jr/Sr High School - Transportation - Fuel	\$ 2,373	\$ 1,187	\$ 1,186	\$ -	\$ -	69	
107-1-007	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Teacher Academy In-Service	\$ 34,200	\$ 17,100	\$ 17,100	\$ -	\$ -	69	Per applicant, Available to 16 teachers, mostly Elementary - With wearing masks and social distancing due to COVID 19 it was hard for teachers and students (especially younger grades levels) to hear and understand each other. As a result we have had more students identified with learning loss on Phonics and Phenolic Awareness. Part of this time will be to train staff on new intervention resources in these areas, 95 Percent and Haggarty. We will also train our Jr/Sr High English teachers. In addition, if funded, we are paying our Special Education Teachers to come in for this training as well. Furthermore this time will also be used to do more training with staff on FastBridge. We need to measure more accurately and responded quicker with targeted student intervention to address learning loss due to COVID 19. In addition we needed a student Social/Emotional screener so we can have staff develop intervention to assist our students & families dealing with COVID 19. Staff to learn how to read FastBridge student data, set up student intervention plans and progress monitor. Due to COVID 19 many safety protocols, procedures and safety plans were implemented into the teaching day. This these took/take away from student instructional time. During this the Summer Academy teachers will work with administration and within PLC's looking a ELA and Math Curriculum standards along with COVID-19 Safety measures to develop, have prepared and ready for implementation for the first day of school lessons that maximize student learning and COVID safety.

107-1-008	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Purchase of 95 Percent Group and Haggarty	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	69	Per applicant, With wearing masks and social distancing due to COVID 19 it was hard for teachers and students (especially younger grades levels) to hear and understand each other. As a result we have had more students identified with learning loss on Phonics and Phenolic Awareness. Part of this time will be to train staff on new intervention resources in these areas, 95 Percent and Haggarty. We will also train our Jr/Sr High English teachers. This is a one-time purchase of student support and intervention curriculum that will allow us to address this learning loss due to COVID 19 with our students PreK-12.
107-1-009	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding Additional certified teachers	\$ 157,000	\$ 18,000	\$ 68,000	\$ 71,000	\$ -	69	Per narrative, ESEER II Funding will be used to fund a teacher salary for the Spring 2021 Semester that we hired in January to increase social distancing and address learning loss. We plan on using ESSER II funding to retain this teacher for next year and pay their salary. We are trying to add another additional elementary teacher to increase social distancing and especially address learning loss
107-1-010	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Salaries	\$ 14,400	\$ 4,800	\$ 4,800	\$ 4,800	\$ -	69	Per applicant, new program for the district. Open to all - 50 4th-5th graders one camp. Open to all - 54 6th-7th graders one camp. 2 Staff members per Camp total of 4 Staff. This Program is designed to address Social/Emotion needs of students due to COVID 19. In addition this program was added so our students can experience the importance of developing technical education skills along with academic skills. Our area has experienced business loss and decline enrollment at post-secondary education as a result of COVID 19.

107-1-011	Eligible	Direct Allocation	Vehicle Operation	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Transportation	\$ 4,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	69	
107-1-012	Eligible	Direct Allocation	Food Service Operations	Food and Milk	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Meals	\$ 1,500	\$ 500	\$ 500	\$ 500	\$ -	69	
107-1-013	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Summer Enrichment Camps - Supplies/Materials	\$ 1,500	\$ 600	\$ 600	\$ 300	\$ -	69	Per applicant, Camp T-Shirts, Hands On Labs, Curriculum, notebooks and Art/Craft Supplies



XQGoqDxv

203_Piper_ESSER II Plan_0416

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 | Piper School District 203

Applicant / Mailing Address

| 3130 North 122nd Street
Suite A
Kansas City, KS 66109

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

Applicant / Email Address of Owner, CEO, or Executive Director | mnutterfield@piperschools.us

Applicant / Phone Number | 913-721-2088

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 | Piper School District

District Number | 203

Mailing Address | Street Address | 3130 North 122nd Street, Suite A

Mailing Address | City | Kansas City

Mailing Address | Zip Code | 66109

Authorized Representative of the District | Name | Mitch Nutterfield

Authorized Representative of the District | Position or Title | Business Director Consultant

Authorized Representative of the District | Email Address | mnutterfield@piperschools.us

Authorized Representative of the District | Phone Number | +19137212088

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

Other District Representative 1 | Email Address | jdain@piperschools.us

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

Historically the majority of Piper students have scored higher than the national average on nationally normed-referenced assessments; however, with COVID, our data has declined. We use NWEA/MAP and FastBridge CBM to measure literacy and math growth. We use Panorama for our Social-emotional screening tool. While many students showed a decline in grades 2nd-10th grade on the NWEA MAP Literacy and Math Assessment, our greatest concern is for our Kindergarten and 1st grade students. According to the Winter 2021 FastBridge Literacy CBM measures, 49% of K students are not meeting benchmark. In a typical year we would want to see absolutely no more than 18% not meeting the benchmark during the winter testing period. Our gravest area of concern is our 1st grade population. 79% of our 1st grade students are not meeting benchmark on the FastBridge Literacy assessment. Therefore, our primary area of focus over the next few school years will be pouring resources into K-2 Phonics, Phonemic Awareness, and Fluency instruction. On our Panorama SEL Screening tool, our current 3-5th graders scored in the 30th percentile in the area of Positive Feelings and in the 10th percentile in the area of Grit. Our 6th through 12th grade students scored in 30th percentile in the area of Grit. These are areas of focus for us as a district. Additionally, during our item analysis, we discovered that we are not meeting the national average in the area of students feeling safe when they come to school in grades 3rd-12th grade.

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

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

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

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

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- 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 Piper School District plans to utilize our ESSER II and KSDE per-student additional allocation, to meet the needs of our students in multiple ways. The first will be a Summer Learning Experience (based on NWEA MAP testing, FastBridge CBM testing, Panorama SEL data and teacher feedback), and the funds will include paying for the staff (small size classes) transportation, and new instructional resources. Defined Learning, a Project-Based learning tool, will be our primary instructional tool for our Summer Learning Offering. Secondly, we plan to hire two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning. Lastly, we plan to hire a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program while also providing intensive literacy interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2021 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2020-21 enrollment was the lowest it has been in years, and we are anticipating an influx of students who possibly missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure.


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

The district will determine the effectiveness of our ESSER-funded interventions based on the end of project rubric scores from our summer learning experience, credit recovery numbers from our high school students in the summer learning opportunity, our Spring 2021 NWEA MAP data, state assessment data, Panorama SEL data, FastBridge CBM early literacy data, and then compare it to the same data sets in Spring of 2021. We want to be very purposeful and strategic in identifying effective and research-based assessments and performance tasks to determine the overall effectiveness of our interventions funded through ESSER dollars. We will also utilize common formative and summative data to drive our instruction and needed interventions along the way.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

203 Piper ESSER II Plan 0...(146 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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		Mitch Nutterfield
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Date		05/02/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
203	Piper-Kansas City	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
203-1-001	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE Supplies including masks, disinfectant, hand sanitizer,gloves,face shields, etc. All items addressed personal safety.	\$ 17,291	\$ 17,291	\$ -	\$ -	\$ -	98-1000-000-000-619	
203-1-002	Eligible	Direct Allocation	Instruction	DEBT SERVICE AND MISCELLANEOUS	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	Entryway thermometers and face shields.	\$ 17,485	\$ 17,485	\$ -	\$ -	\$ -	98-1000-000-000-800	
203-1-003	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies & consumables necessary to provide summer school services to approximately 400 students.	\$ 26,766	\$ -	\$ 26,766	\$ -	\$ -	42-1000-000-000-610	Per applicant, Prodigy MTSS Curriculum Math Resource, Defined Learning-Project Based Learning ELA and STEM Resource.

203-1-004	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of 517 Chromebooks with associated licenses for remote learning.	\$ 175,099	\$ 175,099	\$ -	\$ -	\$ -	42-1000-000-000-730	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
203-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified staff salaries and benefits necessary to provide summer school services to approximately 400 students.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	42-1000-000-000-110	Per applicant, 26 Teachers, 26 Paras, 1 Principal, 1 Counselor, 1 PE Teacher, 1 ELL Coordinator, 2 Coaches, 1 Office/Nurse
203-1-006	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	Instructional programming (Prodigy & Defined Learning) necessary to provide summer school services for approximately 400 students.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	42-1000-000-000-300	
203-2-001	Eligible	True Up Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$ 154,000	\$ -	\$ 154,000	\$ -	\$ -	42-2100-000-000-110	Per narrative, we plan to hire two full-time elementary counselors (based data garnered from Panorama SEL screener) to provide Tier 1 counseling support to all students, along with Tier 2/Tier 3 small groups and individual counseling, to students who are struggling emotionally as they return from remote learning to onsite learning. Reviewer asked applicant if this request comports with the narrative description. Per applicant, This amount represents the complete salary and benefits package for two elementary counselors.

203-2-002	Eligible	True Up Allocation	Support Services (School Administration)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	12. Addressing learning loss among students, including vulnerable populations	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	42-2400-000-000-110	Per narrative, we plan to hire a full-time Early Childhood Coordinator who will oversee the programming of our Early Childhood program while also providing intensive literacy interventions to our kindergarten and first grade students who did not hit grade-level proficiency levels in the spring of 2021 on FastBridge CBM testing. We believe many of our youngest learners did not have accessibility to literacy interventions due to COVID-19. Additionally, our Pre-K and K 2020-21 enrollment was the lowest it has been in years, and we are anticipating an influx of students who possibly missed out on an early childhood education; therefore, missing many of the foundational literacy skills that we would hope to be secure. Reviewer asked applicant if this request comports with the narrative description. Per applicant, this amount represents the complete salary and benefit package for one Early Childhood Coordinator.
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xKJGdePp

205_Bluestem_ESSER II Plan_0429

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 205 Bluestem

Applicant / Mailing Address

625 S Mill Rd
Leon, KS 67074

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

Applicant / Email Address of Owner, CEO, or Executive Director | jlovesee@usd205.com

Applicant / Phone Number | 316-742-3261

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) | 48-0683635

Applicant / Website Address (if applicable) | www.usd205.com

Fiscal Agent / Name (if applicable) | Busby Ford & Reimer, LLC

Fiscal Agent / Email (if applicable) | randyf@bfrcpa.com

Fiscal Agent / Mailing Address (if applicable)

10000 W 37th St N
Wichita, KS 67205-7700

Application details

Full District Name	Bluestem
District Number	205
Mailing Address Street Address	625 S Mill Rd
Mailing Address City	Leon
Mailing Address Zip Code	67074
Authorized Representative of the District Name	Joel Lovesee
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jlovesee@usd205.com
Authorized Representative of the District Phone Number	+13167423261
Would you like to additional district representatives to the application?	No

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

The largest impact that COVID-19 had our district is it showed us our areas of weakness when it comes to aligned curriculum and alternative methods of instruction. The virus itself had minimal impact on school closure in general, in that our district was face-to-face every day this past school year. However, with students and staff continually being quarantined for weeks at a time, our curriculum and instruction showed areas in which needed to be improved. Moving to a standards based grading model using aligned curriculum along with all students and staff having access to quality hardware and software will allow us to pivot in the future between remote and face-to-face instruction.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
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- 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.

ESSER II money will be used to pay teacher salaries for six 1/2 days of in service this summer to finalizing our ELA and math curriculum alignment as our district moves to a standards based grading approach. New chrome books will be purchased for the 7-12 and iPads for the PreK-6 students so that all our students will have access at home for remote learning. The Bluestem Elementary School HVAC system will also be replaced to better improve air quality in the school.


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

The overall impact should be able to be measured quantitatively through our assessment tools, AimsWeb, State Assessment, and ACT. Using the ESSER II money to provide for equipment and staff development will provide a more consistent PreK-12 educational system which will also be documented throughout the KESA process.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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

 **XLSX**

[205 Bluestem ESSER II Pla... \(147 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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)

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

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[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]

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

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

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

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

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§200.403 Factors affecting allowability of costs.

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§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

| Joel R Lovesee

Date

| 04/29/2021

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

USD	District Name	Data as of
205	Bluestem	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
205-1-001	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To better consistently serve our students in a remote setting, we will purchasing 300 Chromebooks for our 7-12 grades.	\$ 84,225	\$ 84,225	\$ -	\$ -	\$ -	16	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
205-1-002	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To better consistently serve our students in a remote setting, we will purchasing 300 iPads for our PreK-6 grades.	\$ 120,000	\$ 40,000	\$ 80,000	\$ -	\$ -	16	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

205-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Six 1/2 day sessions are scheduled to align K-12 ELA and Math standards along with all grade level and subjects finalizing outcomes to move our district to a standards based grading model. This will allow teachers and students more ability to show mastery of outcomes in the future and allow for the flexibility to move between in person and remote instruction.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	26	
205-1-004	Eligible	Direct Allocation	Building Improvements	Buildings (Existing Buildings)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Bluestem Elementary School HVAC unit will be replaced to better improve overall air quality and allow more control of fresh air within the building.	\$ 39,434	\$ 29,858	\$ 9,576	\$ -	\$ -	16	



EojRzGGn

212_Northern Valley_ESSER II Plan_0503

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Northern Valley Schools

Applicant / Mailing Address

512 W. Bryant St.
Almena, KS 67622

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

Applicant / Email Address of Owner, CEO, or Executive Director | ktharman@nvhuskies.org

Applicant / Phone Number | 785-669-2445

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

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

Application details

Full District Name | Northern Valley Schools

District Number | 212

Mailing Address Street Address	512 W. Bryant St.
Mailing Address City	Almena
Mailing Address Zip Code	67622
Authorized Representative of the District Name	Ken Tharman
Authorized Representative of the District Position or Title	Superintendent / HS Principal
Authorized Representative of the District Email Address	ktharman@nvhuskies.org
Authorized Representative of the District Phone Number	+17856692445
Would you like to additional district representatives to the application?	No

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

We have been fortunate in that we have not had to transition to remote learning for the 2020-21 school year, thus our data collection has not changed. The elementary and middle schools continue to utilize the MTSS process in which we benchmark assess in the area of reading and math. The MTSS time has also been used for social emotional needs in some cases. The benchmark assessment results have shown that students started the 2020-21 school year lower than the normal, but the winter benchmark scores showed good growth to where many students are back to grade equivalency. There has been an increase in student attendance data as well. This shows that parents and students are comfortable with the supports provided by the school district in the time of the pandemic. We have purchased Chromebooks and iPads to allow one-to-one technology. This allows our students to stay connected when quarantined. We have discovered that some families (3%) did not have internet access. In cooperation with our local internet provider (Nex-tech) we were able to connect all families that wanted it.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

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

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

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


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

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

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

ESSERII-Application.xlsx (147 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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.

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

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

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

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature

| Kenneth A. Tharman

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

USD	District Name	Data as of
212	Northern Valley	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
212-1-001	Eligible	Direct Allocation	Instruction	PURCHASE D PROPERTY SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase of new Website app that is compatible with cell phone technology to increase communication and reduce the visits of family and community members in the offices.	\$ 11,750	\$ 7,750	\$ 4,000	\$ -	\$ -	7	Per narrative, there is a need to increase the connectivity with parents and the community. The website we currently use is not compatible with cell phones and is so cumbersome, only about 2 -3 people use it for posting. The new website and app (Apptegy) will help the district connect with families and the community, and will reduce risk of virus transmission and exposure to environmental health hazards.
212-1-002	Eligible	Direct Allocation	Support Services (Instructional Staff)	OTHER PURCHASE D 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	The upgrade from Fund Accounting 2 to AptaFund will allow staff the ability to conduct financial business remotely and reduce the amount of visits to the office areas. It will also allow office staff to work remotely if quarantined.	\$ 22,612	\$ 16,612	\$ 6,000	\$ -	\$ -	7	Per narrative, This will allow remote accounting by the Board Clerk and Treasurer. Because the offices are often a gathering point for staff and families, this improvement will reduce risk of virus transmission and exposure to environmental health hazards.

212-1-003	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Being able to hire a technology coordinator to be in the district every day the students are in session, will enable instant resolution of connectivity issues and troubleshooting problems as they arise.	\$ 71,600	\$ -	\$ 35,800	\$ 35,800	\$ -	7	
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215_Lakin_ESSER II Plan_0426

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

Lakin USD 215

Applicant / Mailing Address

1003 W Kingman

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

Martin Stessman

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

martin.stessman@usd215.org

Applicant / Phone Number

620-355-6761

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

Lakin

District Number

215

Mailing Address | Street Address

1003 W Kingman Ave

Mailing Address City	Lakin
Mailing Address Zip Code	67860
Authorized Representative of the District Name	Martin Stessman
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	martin.stessman@usd215.org
Authorized Representative of the District Phone Number	+16203556761
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rayne.gosch@usd215.org
Other District Representative 2 Email Address	linda.shalberg@usd215.org

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

Covid has impacted all learners in the district. On winter Fastbridge assessments 55% of all students were categorized as either some risk or high risk. In reading, 54% of all students were classified as some or high risk. The 10% of our students classified as ELL were disproportionately impacted by an interruption in services as well as our at-risk students who fell further behind over the summer. Over 80% of these students are classified as some or high risk on Fastbridge reading and math assessments. Research tells us these students are in need of both summer remediation and enrichment programs.

Covid also exposed the digital divide among our less affluent students. Currently 57% of our students are classified as economically disadvantaged and 51% are minority students. Approximately 40% of these students and families have no access to technology beyond a cell phone in the home.

Covid also made us acutely aware of the social-emotional needs of students and families in poverty. These students suffered from a lack of connection to caring adults and these families lack the ability to access community resources that are available to support them.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Our remaining ESSER I Funds will be spent on salaries and instructional supplies for extended learning opportunities for students before, during and after school currently underway. Any remaining funds will be used to purchase books for the

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

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

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

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

To address learning loss for at-risk k-8 students, we will run three sessions of camp invention and a summer tutoring program. Camp invention will be held early in June to activate student learning. The summer tutoring program will consist of licensed teachers working with small groups of students (2-5) to improve reading and math skills. The summer reading program will supplement summer tutoring. Teachers will make weekly home visits to deliver each student a book a week to engage them in reading. For high school students in need of credit recovery we will provide in person summer school options online via Edgenuity. Next year we will sponsor an after-school STEM enrichment program for students in grades 5-8 in addition to after school remediation for students K-8.

To better serve ELL students we will hire a bilingual paraprofessional to work with students under the supervision of our ELL coordinator/teacher during the school year and summer. We will also purchase a Fast ForWord as an instructional resource for ELL students.

For social emotional needs we will hire a social worker to work with families of grade school students to help connect them to the community resources available for their help. We will also train middle school staff on "Conscious Discipline" to help them be more responsive to students with adverse childhood experiences. Middle school students and staff will participate in a book study of "Pound the Stone" to develop resiliency in students.

To close the technology gap, we will purchase laptops for our high school students all allow summer checkout. Buildings will be open for those who need access to high-speed internet.

Some revenue will be spent upgrading HVAC controls in our high school buildings. This will increase air turnover in classrooms and make them more comfortable for student learning.

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

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

Notes on ESSER II application Excel template:

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

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



XLSX

[215 Lakin ESSER II Plan 0... \(151 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature		Martin Stessman
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Date		04/26/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
215	Lakin	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
215-1-001	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Camp Invention instructional materials for Summer Programming for three sessions of 50 at-risk students to attend each STEM camp.	\$ 48,000	\$ 24,000	\$ 24,000	\$ -	\$ -	72	
215-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries and benefits for 2 weeks Camp invention (3 sessions for 150 total students)	\$ 53,425	\$ 27,425	\$ 26,000	\$ -	\$ -	72	
215-1-003	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Invention Project Materials for after school programming for students grade 6-8 for 2021-22 school year	\$ 10,125	\$ 10,125	\$ -	\$ -	\$ -	72	
215-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for after school Invention Project STEM program	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	72	
215-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for 12 teachers for 50 hours Summer Tutoring	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	72	

215-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Books for summer reading project for K-5 students	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	72	
215-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Music program for K-6 students. Teacher salary 40 hours x \$30 per hour	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	72	
215-1-008	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Elementary School Social Worker to help low income students with social emotional needs and supports for families	\$ 82,500	\$ 40,500	\$ 42,000	\$ -	\$ -	72	
215-1-009	Eligible	Direct Allocation	Support Services (Instructional Staff)	Group Insurance	10. Providing mental health services and supports	Benefits for social worker	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	72	
215-1-010	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Training in Conscious Discipline for Social Worker. Discipline program for positive classroom environments	\$ 3,082	\$ 3,082	\$ -	\$ -	\$ -	72	
215-1-011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Teacher salaries for after school programming K-8	\$ 21,000	\$ 10,500	\$ 10,500	\$ -	\$ -	72	
215-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Pound the Stone Books and program for teachers and students to teach perseverance and grit to students	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	72	

215-1-013	Eligible	Direct Allocation	Instruction	DEBT SERVICE AND MISCELLANEOUS	12. Addressing learning loss among students, including vulnerable populations	iReady software to remediate students who are behind in reading and math due to Covid instructional gap	\$ 12,750	\$ 6,375	\$ 6,375	\$ -	\$ -	72	
215-1-014	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Laptops for students in grades 9-12 for 1:1 to close the technology gap exposed by covid. (42% of students have no tech beyond a cell phone in the home)	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	72	
215-1-015	Eligible	Direct Allocation	FACILITIES ACQUISITION AND CONSTRUCTION SERVICES	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade the Out of date Honeywell EBI R430 System Software to EBI R600 Software to recirculate air more rapidly and increase air quality in high school .	\$ 23,382	\$ 23,382	\$ -	\$ -	\$ -	72	
215-1-016	Eligible	Direct Allocation	FACILITIES ACQUISITION AND CONSTRUCTION SERVICES	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade outdated Honeywell XL500 DDC System to a Honeywell Comfort Point Open (CPO) control units to improve air circulation in the high school building.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	72	

215-1-017	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Fast ForWord ELL curriculum for K12 ELL students who were adversely impacted by COVID learning loss.	\$ 3,375	\$ 3,375	\$ -	\$ -	\$ -	72	
215-1-018	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Bilingual Paraprofessional to work with ELL Students under supervision of ELL teacher/coordinator to provide services for ELL students adversely impacted by Covid Loss.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	72	
215-1-019	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Pathways to reading training for all grade school teachers and student support tutors.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	72	

Kansas CommonApp (2020)

1585-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

242_Weskan_ESSERII Plan_0429



rwkLDKqr

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 242 Weskan Schools

Applicant / Mailing Address

| 219 Coyote Blvd.
Weskan, KS 67762

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

Applicant / Email Address of Owner, CEO, or Executive Director | arother@weskanschools.org

Applicant / Phone Number | 785-943-5222

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 | Weskan Schools

District Number | 242

Mailing Address Street Address	219 Coyote Blvd.
Mailing Address City	Weskan
Mailing Address Zip Code	67762
Authorized Representative of the District Name	Amy Rother
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	arother@weskanschools.org
Authorized Representative of the District Phone Number	+17859435222
Would you like to additional district representatives to the application?	No

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

COVID-19 had a dramatic impact on student learning. Our focus on ESSER I moneys was to buy supplies for remote learning and then to provide supplies to create a safe environment for our students to return to. Our focus for ESSER II moneys will be to focus on literacy and learning loss. The 2019-20 school year was disrupted from March-May when we had to move to remote learning. Some of our families had little or no internet service. We were able to come back in August 2020, but we had to close down for two weeks in November, due to a COVID outbreak in our school. We had teachers teaching kids in the classroom, in our on-site quarantine room, and at home with remote learning all at once. Student learning loss won't be fully known for years, but we already saw a decrease in local reading data (see ESSER II info), as well as some students with known mental health issues are now having even more mental health issues. Everyone has suffered with dealing with loss this year-- loss of routine, loss of income, loss of family members, loss of in-school structure, loss of normal dances and activities. We did our best to provide supports for our students with disabilities during the remote learning, but some kids just need in-person, hands-on, one-on-one supports that you just can't effectively provide when you aren't physically together.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will only have around \$500 left in our ESSER 1 funds that we have not yet allotted. We will continue to use it for current COVID expenses, such as additional cleaning supplies or to help pay for more summer school or COVID related classroom expenses.

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

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

COVID-19 had a dramatic impact on student learning. Our focus on ESSER I moneys was to buy supplies for remote learning and then to provide supplies to create a safe environment for our students to return to. Our focus for ESSER II moneys will be to focus on literacy and learning loss. Overall, we had 15% of our students drop from at-grade level on STAR Reading before the pandemic, to below-grade level, using STAR Reading data. This is a pretty significant decline, and we are working to help those students catch back up by using ESSER II funds for literacy curriculum and summer tutoring. This money will all be spent in 2021, as we want to get our kids help now instead of waiting three years. We plan to purchase K-5 and a 6-12 reading curriculums that are evidence and research-based. We feel getting our teachers quality instructional materials will help us bring up those reading scores the fastest. We also would like to provide summer tutoring for K-12. We will provide 1-1 or small group tutoring for the kids who are below grade level in K-6. In JH/HS, we will provide a teacher to reteach content for credit recovery for any students that failed a class due to time missed due to COVID sickness or quarantines or due to issues with successfully learning using remote methods.

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

We have no per-student allocation. We will be able to determine the impact of our expenditures by seeing growth in our STAR Reading data, growth in our state assessments, and reduction in the numbers of students that need tier 3 supports.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

[242 Weskan ESSERII Applic... \(156 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

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

Amy Rother

Date

04/29/2021

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

USD	District Name	Data as of
242	Weskan	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
242-1-001	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase a K-5 reading series (Amplify) to help with our student's learning loss from remote learning. On our local assessments, 15% of our student body in our district that was previously on-grade level before COVID hit last Spring, fell to below grade level. We currently do not have an evidenced-based, researched curriculum. We feel a vertically aligned curriculum that incorporates all components of the science of reading, esp. foundational skills of phonics and phonemic awareness, will help us catch our students up faster than just each teacher doing their own thing. We will use components of this program in whole class lessons, as well as tier 2 and 3 reteaching times. We feel like the most important thing we can do with this money is give our teachers tools they can use to help catch our kids up. It has been over 15 years since we've updated our core reading curriculum—we need to spend money on this to get our kids back on grade level and to ensure current best-practices are used.	\$ 23,562	\$ 23,562	\$ -	\$ -	\$ -	07-1000-644-0	
242-1-002	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	For grades 6-12, we would like to purchase the reading curriculum MyPerspectives to address the learning losses our students are facing. Once again, overall, our district had 15% of our students move from on-grade level to below-grade level on our local data. We need to make a change to make improvements and to catch students up as quickly as we can. The teachers put in over 15 hours researching best practices, reviewing curriculums, and choosing the ones that they think will help us catch our students up in the most effective manner.	\$ 10,880	\$ 10,880	\$ -	\$ -	\$ -	07-1000-644-2	

242-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries hiring teachers to tutor students over the summer in reading and math and providing a teacher to help JH/HS students complete remedial coursework for failed courses. The pandemic caused students to miss a lot of content due to remote learning, extended medical absences, and learning loss with parents trying to juggle online learning while also helping their kids with classes. We are providing summer tutoring and remediation to try to catch some of that up. We have 4 teachers that have agreed to split the workload and meet for at least 120 hours altogether to tutor and remediate for our students in K-12 that are behind. We will have about 15 of our most behind kids involved in summer remediation (roughly 15/100 or 15% of our student body), in either small groups or 1-1. Most students will receive around 8 hours total of individual/small group tutoring, although JH/HS will receive around 30 hours of direct instruction in larger groups as they complete remedial coursework for failed courses. We feel a short time with intensive intervention targeted specifically to that student's needs will be best, especially for our elementary students.	\$ 2,157	\$ 2,157	\$ -	\$ -	\$ -	07-1000-110-1	
242-1-004	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security contributions for summer school teachers who tutor students.	\$ 165	\$ 165	\$ -	\$ -	\$ -	07-1000-220-0	
242-1-005	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Compensation contributions for summer school teachers who tutor students.	\$ 2	\$ 2	\$ -	\$ -	\$ -	07-1000-260-0	



dyEmEPMd

246_Northeast_ESSER II Plan_0427

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 | Northeast USD 246

Applicant / Mailing Address

Northeast USD 246
1001 E. South Street - P.O. Box 669
Arma, KS 66712

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

Applicant / Email Address of Owner, CEO, or Executive Director | tforester@usd246.org

Applicant / Phone Number | 620-347-4116

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) | 48-0724473

Application details

Full District Name | Northeast USD 246

District Number	246
Mailing Address Street Address	1001 E. South Street - P.O. Box 669
Mailing Address City	Arma
Mailing Address Zip Code	66712
Authorized Representative of the District Name	Tiffany Forester
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	tforester@usd246.org
Authorized Representative of the District Phone Number	+16203474116
Would you like to additional district representatives to the application?	No

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

The impact on our district has primarily been two-fold. Our first concern was for the physical health of our students. We knew we needed to invest in new cleaning equipment, as well as personnel, to keep the building sanitized. We also purchased PPE for our staff and students.

We knew we had to get our students recovered from missing the last nine weeks and believe our decision to have class on a daily basis helped with getting our students caught up. We had very few students do remote learning. We also purchased educational technology that would benefit our students to get them to the appropriate grade level. We also provided after-school sessions for students that were struggling. We already provide Chromebooks for each of our students.

We currently have a school therapist that we get through Community Health and she is on campus a couple of days a week and helps us with the mental well-being of our students.

We did have one week where we needed to shut the high school down because of the high number of quarantined students we had, but other than that we feel we have had a pretty good year in these unpredictable times. We plan to add a nurse next year to help our students with not only the pandemic but with common health issues they have. We are continuing to look for better ways to sanitize our facilities and to try to provide the best meal service we can for our students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER I SPED funding is spent in full. The plan is to spend the remaining ESSER I funds this fiscal year on learning loss programs, certified salaries (substitutes and after school tutoring), cleaning/sanitizing equipment and classified staff who are going to continue additional sanitizing measures through the end of the school year.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

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

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

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

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

We have a concern for the physical well-being of our students. We have no school nurse in our district and would like to employ a school nurse with the funds.

We will use funds to continue to purchase PPE for our staff and students as well as better equipment to keep our buildings sanitized.

Our fourth-grade class has grown this year due to students transferring in. We will be adding a section next year which means we will be adding a 5th grade teacher to keep the class sizes small.

We also plan to add a para for the students in Junior High School that receive Title Services.

We will have summer school for the first time at our high school. We will employ teachers for this session concentrating on credit recovery and the students that have fallen behind.

We have purchased additional technology for our students and staff to use to address the academic loss we had in our primary grades especially. We have purchased the multi-year packages for the technology. We have supported both tutoring and after-school programs to address academic loss and wish to continue these.

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

ESSER II funds will positively impact the district by allowing us to continue the fight against this pandemic without using our district funding.

We would not be able to afford many if not all of the expenses if we had to use the general fund and other district funds.

Our school will be cleaner and better sanitized which will account for the overall better health of our students.

The district was not able to afford the added staff we plan to hire, especially the school nurse.

Students will be positively impacted by the purchase of the learning technologies and resources so they can academically catch up.

We have not been able to provide summer school in the past and now we can for our students that need additional help.

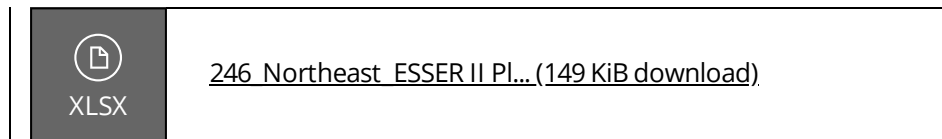
It will also help us pay for substitutes if our teachers have to get tested, get the virus, or are quarantined.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 of 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	Tiffany Forester
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Date	04/27/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
246	Northeast	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
246-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added staff for our upcoming 5th grade to lower the number of students per class.	\$ 96,000	\$ -	\$ 48,000	\$ 48,000	\$ -	80350	
246-1-002	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added Junior High Para to support those students who have been affected by the original school closure and helping make up the learning loss gap.	\$ 70,000	\$ -	\$ 35,000	\$ 35,000	\$ -	80500	
246-1-003	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush Administrative Services for 2021-2022. Offers leadership support and professional learning services.	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	80300	
246-1-004	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing PPE, masks, thermometers, and gloves	\$ 20,339	\$ -	\$ 12,339	\$ 8,000	\$ -	80150	
246-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing of specialty cleaning equipment that is necessary to mitigate the virus within the school buildings.	\$ 130,000	\$ -	\$ 65,000	\$ 65,000	\$ -	80200	

246-1-006	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing of wipes, disinfectant, spray, and other cleaning supplies as needed to mitigate the virus in the buildings.	\$ 80,613	\$ -	\$ 40,306	\$ 40,306	\$ -	80150	
246-1-007	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Student Enrichment Services for 2021-2022 which includes programs from The Science Center that are an interactive learning experience provided to the students either virtually or through on-site programs.	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	80300	
246-1-008	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Microphones for Teachers for when the students are more spreadout throughout the class they can easily hear the teacher, or for when the teacher has to Remote Teach so that the students on the other end can hear the teacher loud and clear.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	80050	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

246-1-009	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Purchase of Second Step which is an online mental health program to assist students with their social emotional learning.	\$ 5,083	\$ -	\$ 5,083	\$ -	\$ -	80300	
246-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended Learning and After School Tutoring opportunities will be provided to all students to make up any learning loss that they may incur.	\$ 15,000	\$ -	\$ 7,500	\$ 7,500	\$ -	80350	
246-1-011	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of ExploreLearning Reflex to assist students with Learning Loss.	\$ 7,562	\$ -	\$ 7,562	\$ -	\$ -	80250	
246-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of ESGI which is an assessment tracker to determine learning loss among the students.	\$ 639	\$ -	\$ 639	\$ -	\$ -	80250	
246-1-013	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Purchase of Generation Genius a program that provides online Science videos, lessons, and activities to help provide additional material to those students affected by learning loss.	\$ 995	\$ -	\$ 995	\$ -	\$ -	80250	
246-1-014	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	Hiring a school nurse for the district will better allow the district to determine the needs/sickness of a child and take the appropriate steps in sending a child home or back to class.	\$ 90,000	\$ -	\$ 45,000	\$ 45,000	\$ -	80450	

246-1-015	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Substitutes will be paid when teachers are out due to quarantine guidelines.	\$ 12,000	\$ -	\$ 7,000	\$ 5,000	\$ -	80350	
246-1-016	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace/Upgrade HVAC Systems as needed during the next two years	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	80200	Allowable if CDC guidelines are met
246-1-017	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be offered at the high school for the first time to help those students who have fallen behind.	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	80350	



BEvLNqxV

249_Frontenac_ESSER II Plan_0416

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 249 Frontenac Schools
Applicant / Mailing Address	
	rsimoncic@frontenac249.org
Applicant / First and Last Name of Owner, CEO, or Executive Director	Rick Simoncic
Applicant / Email Address of Owner, CEO, or Executive Director	rsimoncic@frontenac249.org
Applicant / Phone Number	620-231-7551

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	Frontenac
District Number	249
Mailing Address Street Address	208 S Cayuga

Mailing Address City	Frontenac
Mailing Address Zip Code	66763
Authorized Representative of the District Name	Rick Simoncic
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rsimoncic@frontenac249.org
Authorized Representative of the District Phone Number	+16202317551
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	junderwood@frontenac249.org

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

All of our students have been impacted by Covid-19. Some of our students have shown learning loss while other students have shown learning gains throughout the 2020-21 school year. The students who have been affected the most are students with disabilities, students in poverty, and English language learners. Our social emotional data have indicated that many of our students have struggled with the effects of the pandemic. This would amount to about fifty percent of our student population. Our math and English data shows a decline in our ACT data while science, stem, reading, writing, and ELA data shows a slight increase. Our elementary data shows a decline in math over the course of this school year. We will implement programs to address learning loss.

Our district has spent money to ensure social distancing could be achieved throughout the school campus for things like plexiglass dividers, additional student desks to replace collaborative learning environments, and personal protective equipment.

We are more fortunate than many school districts because we were able to have in-person learning during the 2020-2021 school year. I believe this allowed our district to address many students' deficits. We are planning to begin addressing learning loss beginning this summer.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We are providing an additional school bus route to ensure our students can continue to social distance on school buses. The remaining funds will be used to pay for the bus drivers salary. Our district continues to purchase supplies and sanitation equipment to ensure our students and staff are as safe as possible throughout this pandemic.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Our district has hired additional staff to address our pandemic needs from the pandemic. We made a part time custodian full time to address the additional time required to set up and take down additional cafeteria tables and plexiglass partitions to promote social distancing in our gymnasium for lunch. We hired an English language aide to address learning loss with our ELL students. The board just approved the district to hire a MTSS teacher for next year to help low achieving students in the junior high/high school that don't qualify for special education services.

We plan to purchase social emotional curriculum, student improvement services and student enrichment services through Greenbush. The district will enhance our before and after school programs for students needing additional classroom support.

We are purchasing iWave air purifiers and Merv 13 air filters to provide better air quality in all our classrooms.


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

Assessment data will reflect student improvement over the course of ESSER funding period, so the district can track student improvement. Our goal is for all students to be at grade level or better. Hopefully, we can improve attendance by improving the air quality with merv 13 air filters and iwave air purifiers. The district hopes this will reduce the number of students that get sick. This will be tracked with daily attendance.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

ESSERII-Application USD 2... (602 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

| Rick Simoncic

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

USD	District Name	Data as of
249	Frontenac Public Sch	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
249-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Sub teachers for classrooms who have teachers remoting in due to COVID quarantines, Remote learning teachers for kids who are on remote due to COVID, Summer School teachers, MTSS teacher for the JH/HS level to help with student learning loss due to COVID.	\$ 106,500	\$ 28,500	\$ 78,000	\$ -	\$ -	73510	Per applicant: FY21: \$4000 for Substitute Teacher Salaries for 2nd semester teachers having to remote in due to Covid so they have coverage in the classroom. \$24,500 is the long term substitute teachers to allow for the elementary remote students to have a dedicated teacher. FY22: \$13,000 Summer School teachers salaries Elem, JH, and HS. \$65,000 MTSS Teacher for the JH/HS. Summer school for referred kids: Elementary 3 weeks, 5 days a week, 3 hours a day, 5 teachers, estimated 50 kids; JH 3 weeks, 4 days a week, 3 hours a day, 4 teachers, estimated 40 kids; and HS 3 weeks, 4 days a week, 6 hours a day, 2 teachers, estimated 15 students.
249-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Teachers pay for after school tutoring programs at all levels to help with student loss from COVID.	\$ 32,500	\$ 12,500	\$ 20,000	\$ -	\$ -	73540	

249-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	The district hired a Bilingual Aide to address learning loss for our non-english speaking students.	\$ 29,500	\$ 14,500	\$ 15,000	\$ -	\$ -	73550	
249-1-004	Eligible	Direct Allocation	Instruction	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Board Paid fringe benefit for bilingual aide position and for the MTSS position	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	73560	
249-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Employer fica match for salaries listed above positions.	\$ 13,000	\$ 4,000	\$ 9,000	\$ -	\$ -	73520	

249-1-006	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment paid for salaries listed above position	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	73530	
249-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Software to address the social emotional needs for our students.	\$ 20,320	\$ 10,160	\$ 10,160	\$ -	\$ -	73500	
249-1-008	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Half time custodian added to help with additional cleaning measures to help prevent the spread of COVID. Additional lunchroom time set up and take down of tables and plexiglass partitions.	\$ 27,500	\$ 13,500	\$ 14,000	\$ -	\$ -	73570	
249-1-009	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Employer fica match for salary of the part time custodian postion.	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	73580	
249-1-010	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment for the part time custodian postion.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	73590	
249-1-011	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Air filters and iWave air purifiers for HVAC units to encourage a healthy envirnoment and to prevent the spread of COVID.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	73600	Allowable if CDC guidelines are met

249-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	SFA reading roots 5th edition with new online resources to focus on small group introduction and addresses learning loss due to COVID.	\$ 6,715	\$ 6,715	\$ -	\$ -	\$ -	73500	
249-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	No touch faucets/flushers & other sanitation supplies to prevent the spread of COVID.	\$ 20,000	\$ 15,000	\$ 5,000	\$ -	\$ -	73600	
249-1-014	Eligible	Direct Allocation	Instruction	Dues and Fees	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush School Improvement Services - support in the areas of curriculum, instruction, assessment, and accreditation. Greenbush Student Enrichment Services - engage students in learning experiences impossible in traditional school settings (science center, ropes course, virtual enrichment labs, student leadership programs, outdoor education, hands-on learning experiences). These programs will help address learning loss due to COVID school closures.	\$ 43,748	\$ 21,748	\$ 22,000	\$ -	\$ -	73650	

249-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Pitsco Education Curricular program including STREAM Missions. STEM/Coding curriculum. Curriculum that creates learning opportunities that build the collaboration and problem-solving skills needed for a lifetime of learning and working, enables students to make connections among the four areas of STEM learning. Utilizing this curriculum in Elementary Summer School and in school year 2021-22.	\$ 52,779	\$ 52,779	\$ -	\$ -	\$ -	73500	Row added per applicant's request. Per narrative, The students who have been affected the most are students with disabilities, students in poverty, and English language learners. Our social emotional data have indicated that many of our students have struggled with the effects of the pandemic. This would amount to about fifty percent of our student population. Our math and English data shows a decline in our ACT data while science, stem, reading, writing, and ELA data shows a slight increase. Our elementary data shows a decline in math over the course of this school year. We will implement programs to address learning loss.
249-1-016	Eligible	Direct Allocation	Instruction	Dues and Fees	12. Addressing learning loss among students, including vulnerable populations	Summer camp enrichment experience at Greenbush Abernathy Science Center for elementary summer school.	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	73650	Row added per applicant's request and please see previous row for support.



kjKrywNI

258_Humboldt_ESSERII Plan_0426

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 258 Humboldt

Applicant / Mailing Address

| 801 New York

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

Applicant / Email Address of Owner, CEO, or Executive Director | kay.lewis@usd258.net

Applicant / Phone Number | 6204733121

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 Humboldt

District Number | 258

Mailing Address | Street Address | 801 New York St.

Mailing Address City	Humboldt
Mailing Address Zip Code	66748
Authorized Representative of the District Name	Kay Lewis
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	kay.lewis@usd258.net
Authorized Representative of the District Phone Number	+16204733121
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	paula.kovacic@usd258.net
Other District Representative 2 Email Address	amber.wheeler@usd258.net

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

<p>The district K-12 students have been impacted by covid this year. Even though we were in person and we also had some remote learners at the same time we had some learning loss from March 2020 until now. After viewing our Fastbridge data our district was 51% at risk overall. By viewing our sub group population we see that our special education and free and reduced students had the most impact of student learning loss. Overall our students social emotional health suffered as well. We had 48% fall in the at-risk category of the SABRS Assessment.</p>

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

<p>The remaining ESSER money will be spent on part time custodians that were hired and a part time cook. The ESSER I SPED funding has already been spent.</p>

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

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

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

- Coordination of preparedness and 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.
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- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

The district K-12 students have been impacted by covid this year. Even though we were in person and we also had some remote learners at the same time we had some learning loss from March 2020 until now. After viewing our Fastbridge data our district was 51% at risk overall. To help with this gap we are planning on summer school, using money to cover teachers for additional training in the use of science in reading, math and how to look at data from our Fastbridge assessment which we just purchased this year. We are looking at strengthening our elementary with using decodable readers, Really Great Reading and through purchasing assessment tools. We are also purchasing computers at the high school for in person and remote learning for next school year. We are purchasing Core Essentials for additional curriculum for social emotional for our K-12 students.


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

We will determine the effectiveness of our expenditures through our assessments of Fastbridge and STAR. We will view sub groups and have weekly meeting on students.

Notes on ESSER II application Excel template:

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

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

XLSX

ESSERII-ApplicationTempla... (148 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)| 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)| 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

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

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Date | 04/26/2021

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

USD	District Name	Data as of
258	Humboldt	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
258-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School: We will have summer school for students to help close the achievement gap due to covid. Students were chosen based on Fastbridge scores. 40% below	\$ 16,100	\$ 16,100	\$ -	\$ -	\$ -	59300	Seven teachers, one para: 60 students invited- K-12th, H.S. 4 days, Elementary/Middle 5 days. 4 hours total a day. Covering Math & Reading. (Phone Call 5/7/21)
258-1-002	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	We will use subs to help pay for professional development on evidence based activities to met the comprehensive needs of students. LETRS training, additional training for Fastbridge and how to look at the data, a program that will help meet the needs of teaching the science of math.	\$ 21,600	\$ 21,600	\$ -	\$ -	\$ -	59350	Paying for subs to cover classes to allow for teachers to engage in PD to learn strategies that close the learning gap caused by COVID (Phone Call 5/7/21)
258-1-003	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	Fastbridge will be utilized as our high quality aseessment to accurately access student's academic progress and assist teachers in meeting students academic needs.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	59400	Assess students for the learning gaps caused by COVID in March 2020 and additionally, gaps due to students quarantining throughout the school year.
258-1-004	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The computers will be utilized for in person learning to address achievement gaps caused by covid. This is for 25 computers.	\$ 28,250	\$ 28,250	\$ -	\$ -	\$ -	59450	Computers to support interventions during in-person learning. (Phone Call 5/7/21)

258-1-005	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	We will use the Bridges Math learning centers for summer school to improve number sense for students. This will also be used during the school year for classroom and math intervention use. The elementary shows they are at 38% considered at-risk on Fastbridge to clo assessment. We need to close this learning gap created by COVID and students quarantining.	\$ 7,950	\$ 7,950	\$ -	\$ -	\$ -	59500	
258-1-006	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	We are purchasing the Core Essential curriiculum K-12 for social emotional well being of our students due to COVID. This is evidence based curriculum . We have 51% of our students are at-ris according to my SAEBRS data. This curriculum will be partnered with Second Step which we already have in place.	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	59500	
258-1-007	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	STAR/AR Assessment will be utilized as our high quality assessment to accurately access student's academic progress and educational needs caused by COVID, as well as assist teachers in meeting students academic needs,	\$ 3,509	\$ 3,509	\$ -	\$ -	\$ -	59550	

258-1-008	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We plan to utilize decodable readers at the elementary level during summer school and also during reading groups. Our elementary students scored 38% at-risk according to the Fastbridge data. We will have summer school for students to help close the achievement gap due to covid.	\$ 8,955	\$ 8,955	\$ -	\$ -	\$ -	59600	
258-1-009	Eligible	Direct Allocation	Instruction	Workbooks	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading is a great reading resource that TASN recommends for reading. This program will be utilized to meet the comprehensive reading needs of our students. This program will be used for core instruction and intervention for K-5s.	\$ 19,704	\$ 19,704	\$ -	\$ -	\$ -	59650	Really Great Reading will be used in both summer school and during the school year to provide interventions to students who have an identified learning loss. (Phone call 5/7/21).

Kansas CommonApp (2020)

1611-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

263_Mulvane_ESSER II Plan_0512



rOoBqXBr

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 263 Mulvane

Applicant / Mailing Address

628 E Mulvane
PO Box 130
Mulvane, KS 67110

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Jay Ensley

Applicant / Email Address of Owner, CEO, or Executive Director | jensley@usd263.org

Applicant / Phone Number | 316-777-1102

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) | 48-6006243

Applicant / Website Address (if applicable) | USD263.com

Fiscal Agent / Name (if applicable) | Carolyn Young

Fiscal Agent / Email (if applicable) | cyoung@usd263.org

Fiscal Agent / Mailing Address (if applicable)

628 E. Mulvane Street
PO Box 130
Mulvane KS 67110

Application details

Full District Name | Unified School District No 263

District Number | 263

Mailing Address | Street Address | 628 E. Mulvane Street

Mailing Address | City | PO Box 130

Mailing Address | Zip Code | 67110

Authorized Representative of the District | Name | Dr. Jay Ensley

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | jensley@usd263.org

Authorized Representative of the District | Phone Number | +13167771102

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

Other District Representative 1 | Email Address | rgreer@usd263.org

Other District Representative 2 | Email Address | cyoung@usd263.org

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

COVID19 has required our district to adjust nearly every aspect of what it means to be "in school". This year, our students participated in a hybrid learning model (halftime on-site and half-time remote) for the 1st, 2nd, and 3rd 9 weeks. Then, transitioned to full-time on-site for the final 9 weeks.

During the Hybrid and Remote Learning modes, our academic achievement data has shown a decline in some places, particularly in early reading skills for grades K-1st - impacting approximately 250 students. Overall Reading and Math scores for grades 3-9 have shown some increases and some decreases, yet, have held steady showing no significant loss or gain.

Finally, we have also observed an escalation of severe behavior for students with family distress or mental health concerns at all grade levels – specifically impacting 40-50 students.

We have also seen an escalation in emotional responses from parents and community members, particularly regarding leadership decisions.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, 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.
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- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
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- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

A summer learning program, Wildcat University, will be available to any currently enrolled student. Students who choose to attend will receive 3 hours of individualized instruction in reading and math based on FASTBridge data. Wildcat University will be 4 days/week for 4 weeks and class sizes will be at 15 students or less.

Early reading scores will be addressed through additional staff and specialized training. Adding a 1st-grade teacher will decrease the class size to better address Tier 2 interventions. Over 50% of our incoming 1st-grade students are performing below the benchmark, so Tier 2 interventions will need to be done by the regular education teacher. In addition, all teachers in grades K-3 will receive 5 days of Pathways training. A core group of teacher-leaders in grades K-3 have attended LETRS training and will provide support to their respective grade levels. We plan to purchase the 95% group and 6-minute solution for a tier 2 curriculum intervention resource. We also plan to add a Special Education case manager for Primary school (grades K-2) to answer the additional needs observed from the last year being hybrid and remote the majority of the time.

The escalation in the severity of behavior will be addressed through additional staff and specialized training. Adding a social worker for the High School will eliminate sharing this service between buildings, and address the increased social-emotional needs at the secondary level over the last year. In addition, we will contract with Capturing Kids Hearts for year 1 implementation to better equip all staff with specific strategies to build positive relationships and facilitate a positive culture. We believe this will help reset our schools as everyone comes back together full time in the fall.

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

Our district will continue to assess academic and behavior data each Fall, Winter, & Spring using FASTBridge assessments and curriculum-based measures. In addition, we will review ACT & ACT WorkKeys and KCTC survey data. We will also review KSDE quantitative data for Kansas Assessments, Graduation Rate, and Post-Secondary Success. Adjustments to our KESA goals will be made by our District and Building Leadership Teams as we review this data to ensure we continue implementing strategies that meet the needs of our students.

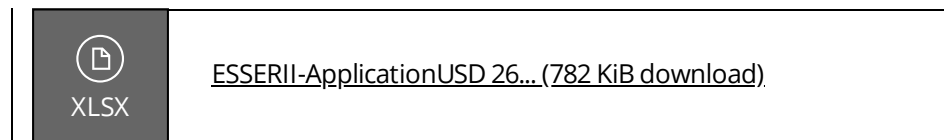
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asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

(a) Under some programs, the authorizing statute requires that a State and its

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

accounting for Federal funds.

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Jay M. Ensley
Date	05/12/2021

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

USD	District Name	Data as of
263	Mulvane	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
263-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Wildcat University Summer Learning Program for Grades K-12 to address learning loss in reading and math. Instruction will be based on FASTbridge data. Budgeted expenditures include: Salaries for teachers, admin, nurse, speech-language pathologist, paras, and bus drivers.	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -	93 E 1000 110	
263-1-002	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	95% Group, Pathways, & LETRS curriculum materials and summer professional learning for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support.	\$ 48,650	\$ 48,650	\$ -	\$ -	\$ -	93 E 1000 644	

263-1-003	Eligible	Direct Allocation	Instructional Staff Training Services	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Leadership Training - During COVID19, we have seen a significant increase in emotional communication from all stakeholders. This summer, district and building admin will complete 12 professional learning 4 hour sessions to cover the Process Communication Model & Leading out of Drama courses. This will be provided by Next Element consulting in Newton, KS.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	93 E 2213 320	
263-1-004	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	FASTBridge assessment system for reading, math, and SEL.	\$ 13,100	\$ 13,100	\$ -	\$ -	\$ -	93 E 1000 610	
263-1-005	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	IXL for all students grades K-8 to combines curriculum, a continuous diagnostic, individual guidance, and real-time analytics to help teachers differentiate instruction for each of their students	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	93 E 1000 610	

263-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity & MyPath for students grades 9-12 to provide students with age-appropriate, online instruction and give teachers the ability to monitor academic progress during remote learning or recovering from learning loss.	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	93 E 1000 610	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
263-1-007	Eligible	Direct Allocation	Central Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Additional Tech Paras to implement & support additional student devices added during COVID 19 remote & hybrid learning modes.	\$ 63,000	\$ 63,000	\$ -	\$ -	\$ -	93 E 2500 120	
263-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Securly software - parent access for home monitoring of student devices during COVID 19 remote & hybrid learning modes	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	93 E 1000 110	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

263-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	1 Additional Special Education teacher for grades K-2. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports in early grades. The additional teacher will serve students with IEPs in reading, math, and SEL skill development.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	93 E 1000 110	
263-1-010	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional Social Worker is needed at Mulvane High School to assist students and families with resources & counseling support. Due to COVID19, we have seen an increase in mental health concerns for students and families, especially those who were already in some type of distress.	\$ 62,800	\$ 62,800	\$ -	\$ -	\$ -	93 E 2110 110	

263-1-011	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment for additional staff duties resulting from COVID19 scheduling - teacher plan times used for working with students.	\$ 6,100	\$ 6,100	\$ -	\$ -	\$ -	93 E 1000 110	Per clarification email from district: Since March 29, 2021, we have transitioned from a Hybrid Learning Mode to nearly all being in a Full-day On-site Learning Mode. From this transition, beginning on 3/29/21, we have been using 3 teachers to teach (additional staff duties) during their plan period, to help cover classes and students through 5/26/21. Therefore, this would be a request for reimbursement for past expenses.
263-1-012	Eligible	Direct Allocation	Instructional Staff Training Services	Professional-Education Services	10. Providing mental health services and supports	Capturing Kids Hearts- We would like to implement a system-wide Tier 1 support for SEL. After remote & hybrid learning due to COVID19, we have seen an increase in emotional responses during communication and student escalated behavior. Budget includes Capturing Kids Hearts initial 2 day training for all district staff and coaching support for implementation.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	93 E 2213 320	

263-1-013	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Additional Special Education paras for the primary school. Following remote & hybrid learning, we have seen an increased need for student academic and behavior supports in early grades. The para will serve students with IEPs in reading, math, and SEL skill development.	\$ 38,000	\$ 38,000	\$ -	\$ -	\$ -	93 E 1000 110	
263-1-014	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment for additional staff duties resulting from COVID19 health protocols, mitigating the spread of virus.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	93 E 1000 110	Per clarification email from district: This school year we have used classified staff for additional staff duties and additional time worked before and after school, for temp checks, mask checks, at multiple entrances. This was funded by ESSER 1 until it was exhausted on November 29, 2020. The amount listed is a request for reimbursement for past expenses, for the additional staff duties from 11/29/20 through 5/26/21.
263-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Band instrument mouthpieces to prevent the spread of virus.	\$ 1,120	\$ 1,120	\$ -	\$ -	\$ -	93 E 1000 610	
263-1-016	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Corwin Press Daily Routine to Jumpstart Math for grades K-8. Curriculum materials for teachers to use as an additional resource for general education Math support.	\$ 550	\$ 550	\$ -	\$ -	\$ -	93 E 1000 644	

263-1-017	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Six Minute Solution - Reading Fluency curriculum and materials for teachers to use effectively. This curriculum will provide additional resources for general education teachers to provide Tier 2 reading support.	\$ 1,155	\$ 1,155	\$ -	\$ -	\$ -	93 E 1000 644	
263-1-018	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer Program materials - Notebooks for organizing and planning for individualized plans of study to address individual student needs.	\$ 1,005	\$ 1,005	\$ -	\$ -	\$ -	93 E 1000 610	
263-1-019	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	1 Additional 1st grade teacher -- FASTBridge early reading data indicates a significant loss (fall 2020 - winter 2021) for incoming 1st grade students. We have approx. 50% of students below benchmark, indicating a need for tiered supports within the general education classroom. An additional 1st grade teacher will reduce class size and assist in providing tier 1 supports.	\$ 62,800	\$ 62,800	\$ -	\$ -	\$ -	93 E 1000 110	



pJrnydLp

281_Graham County_ESSER II_0521

Applicant details

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

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

Select an Applicant Type

Unified School District

Applicant / Entity Name

Graham County-Hill City

Applicant / Mailing Address

USD 281

PO Box 309

Hill City, KS 67642

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

Dale Deighton

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

DaleDeighton@usd281.com

Applicant / Phone Number

785-321-2135

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)

Dale Deighton

Fiscal Agent / Email (if applicable)

DaleDeighton@usd281.com

Fiscal Agent / Mailing Address (if applicable)

Dale Deighton, Graham County
PO Box 309
Hill City, KS 67642

Application details

Full District Name	Graham County USD 281
District Number	281
Mailing Address Street Address	117 N 3rd St
Mailing Address City	Hill City
Mailing Address Zip Code	67642
Authorized Representative of the District Name	Dale Deighton
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	daledeighton@usd281.com
Authorized Representative of the District Phone Number	+17854212135
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	nancylaw@usd281.com

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

USD 281 has 57% economically disadvantaged population and the impact on our students when they had to be quarantined effected their ability to keep up the necessary learning.

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

No

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

We are using the funds to purchase computers for our students, teachers, and classrooms. We are also using the funds to purchase software so that we can test for learning loss and the emotional effect that the pandemic has had on our students. We are providing summer school for students that have had the most learning loss. We are employing a counselor to help with the social and emotional needs of both our students and staff.


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

With the purchase of the fastbridge program. We will be able to test the learning of our students and the emotional status of our students.

Notes on ESSER II application Excel template:

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

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


XLSX

[281_Graham County_ESSER... \(149 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of 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.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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

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

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

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

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

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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))

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

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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]

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

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

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature | Dale Deighton

Date | 05/07/2021

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

USD	District Name	Data as of
281	Graham County	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
281-1-001	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra cleaning of the facilities	\$ 26,880	\$ -	\$ 26,880	\$ -	\$ -	41051	
281-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA	\$ 2,057	\$ -	\$ 2,057	\$ -	\$ -	41057	
281-1-003	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 257	\$ -	\$ 257	\$ -	\$ -	41058	
281-1-004	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Counselor salaries	\$ 42,350	\$ -	\$ 42,350	\$ -	\$ -	41052	
281-1-005	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA	\$ 3,239	\$ -	\$ 3,239	\$ -	\$ -	41059	

281-1-006	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 329	\$ -	\$ 329	\$ -	\$ -	41060	
281-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers salaries for summer school to help with student learning loss	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	41050	
281-1-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA	\$ 382	\$ -	\$ 382	\$ -	\$ -	41050	
281-1-009	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	unemployment	\$ 38	\$ -	\$ 38	\$ -	\$ -	41056	
281-1-010	Eligible	Direct Allocation	Support Services (General Administration)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software to test students learning loss and emotional needs.	\$ 4,800	\$ -	\$ 4,800	\$ -	\$ -	41099	

281-1-011	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Clear touch panels to help teachers zoom with students that are remote and to help students work in the classrooms so that the teacher can determine learning loss and support the loss	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	41130	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
281-1-012	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Computers for students to use everyday either remote or in the classroom. Provides a computer for each and every student.	\$ 26,552	\$ -	\$ 26,552	\$ -	\$ -	41130	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
281-1-013	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	Trauma informed training and fastbridge trainings will give our teachers the tools to help our students deal with their emotional needs	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	41100	



PpJjKmeN

315 Colby Public Schools ESSER II Plan 0430

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 | Colby Public Schools

Applicant / Mailing Address

| 600 West Third Street
Colby KS, 67701

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

Applicant / Email Address of Owner, CEO, or Executive Director | Kbreenn@colbyeagles.org

Applicant / Phone Number | 7854605000

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 | Colby Public Schools

District Number | 315

Mailing Address Street Address	600 West Third Street
Mailing Address City	Colby
Mailing Address Zip Code	67701
Authorized Representative of the District Name	Katina Brenn
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	kbrenn@colbyeagles.org
Authorized Representative of the District Phone Number	+17854605000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jdeyoung@colbyeagles.org
Other District Representative 2 Email Address	slong@colbyeagles.org

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

When the pandemic hit, our students where forced first into a long-term closure and then multiple quarantines. The district implemented online learning in order to continue educating our students forced to stay home. Due to the increase in chronic absenteeism we quickly realized that there were equity and access issues amongst many of our families that were magnified due to a growing unemployment rate. Our initial focus was on removing technology barriers that impeded learning through providing students and teachers with the technology and curriculum access necessary.

When our students were able to return to face-to-face instruction in the fall of 2020 our district's focus shifted from long term remote learning to developing and implementing public health protocols to reduce additional learning loss due to quarantines. We worked with local health officials to determine the best strategies to reduce the number of students being exposed in our environment through PPE, additional sanitation supplies, and supplies that allowed us to implement social distancing standards.

Now that student attendance rates have increased and quarantines have decreased our focus is on assisting our students in rebounding from their learning loss through increasing both the amount and quality of learning time. The district will continue to provide access to continuous learning during student illnesses and/or quarantines. We will also use local diagnostic assessments to identify students academically at risk and provide summer programming to assist in reducing learning gaps and recovering skills/credits.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Allowable Use(s): Coordination of preparedness response efforts/ Developing and implementing procedures, systems strategies and public health protocols:

- 40 hours for district/building staff to work with local agencies on preparedness and response efforts.

Allowable Use Cost = \$11,052.24

Allowable Use(s): Resources needed at individual buildings

- Insulated food bags and carts to provide breakfast in classrooms to implement social distancing protocols.

Allowable Use Cost = \$766.40

Allowable Use(s): PPE/supplies/sanitation

- Additional PPE and sanitize supplies to clean and sanitize the facilities.

Allowable Use Cost = \$28,109.78

Allowable Use(s): Software/hardware/connectivity

- 125 laptops, cases, and power cords to provide equitable access to learning during quarantines to address learning loss. (\$174,750.00)

- Zoom and curriculum connectivity to facilitate online learning during quarantines (\$6,616.50)

- TVs/interactive panels/carts/projectors/cameras/speakers to facilitate learning during quarantines (\$41,878.17)

Allowable Use Cost = \$223,244.67

Allowable Use(s): Mental health supports

- One-day presentation for student to discuss social emotional topics due to an increase in observable behaviors.

Allowable Use Cost = \$600.00

Allowable Use(s): Summer learning

- Summer programming for general education, special education, ELL, and migrant students determined at risk by local assessments.

June 1- June 30

8:30-11:30/12:30-3:30 ELA/Math/Credit Recovery Sessions

14 licensed teachers and 6 teacher aides

Pay based on negotiated agreement and regular school year classified hourly rate (\$80,000.00 in salaries + \$10,000.00 supplies)

Allowable Use Cost = \$90,000.00

Allowable Use(s): School facility to enable operation of schools to reduce risk of virus transmission and exposure

- Additional classroom desks/ tables to facilitate social distancing protocols (\$1,312.23)
- Additional 30 lunchroom tables to open an additional K-8 satellite lunchroom to facilitate social distancing protocols (\$60,613.44)

- Equipment to covert water fountains to bottle filling stations to implement health protocols (2,146.84)

Allowable Use Cost = \$64,072.51

Allowable Use(s): To improve the indoor air quality

- Additional air purifier filters.

Allowable Use Cost = 600.40

Total Cost = \$418,446.00

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

The district will determine the impact of ESSER II expenditures through:

- increased student access to learning as measured by device checkout and program log in rates;
- increased student diagnostic local assessment scores as measured by assessment screening reports;
- increased attendance as measured by student information system reports; and

- decreased student/staff exposures and quarantines due to the educational environment as measured by district/medical leave reporting.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

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

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[72 FR 3703, Jan. 25, 2007]

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

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

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

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§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

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

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Katina Brenn
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Date	05/10/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
315	Colby Public Schools	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
315-1-001	Eligible	Direct Allocation	Support Services Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of Software subscription for distance learning	\$ 530	\$ 530	\$ -	\$ -	\$ -	27-100-2200-300-64-01	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
315-1-002	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of textbooks to align with online curriculum for remote learning	\$ 3,591	\$ 3,591	\$ -	\$ -	\$ -	27-300-1000-644-15-02	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

315-1-003	Eligible	Direct Allocation	Instruction	Films/Videos	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of Software subscription for distance learning	\$ 2,495	\$ 2,495	\$ -	\$ -	\$ -	27-100-1000-651-66-02	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
315-1-004	Eligible	Direct Allocation	Instruction	Professional - Education Services	10. Providing mental health services and supports	One-day presentation for students to discuss social emotional topics due to an increase in observable behaviors.	\$ 600	\$ 600	\$ -	\$ -	\$ -	27-100-1000-320-75-02	
315-1-005	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Additional air purifier filters	\$ 600	\$ 600	\$ -	\$ -	\$ -	27-100-2600-610-70-02	Allowable if CDC guidelines are met
315-1-006	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 4,365	\$ 4,365	\$ -	\$ -	\$ -	08-400-1000-730-75-01	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

315-1-007	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 4,365	\$ 4,365	\$ -	\$ -	\$ -	33-400-1000-730-50-01	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
315-1-008	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 15,456	\$ 15,456	\$ -	\$ -	\$ -	27-300-1000-730-75-02	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

315-1-009	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 11,445	\$ 11,445	\$ -	\$ -	\$ -	27-200-1000-730-75-02	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. Added the dollar amount from a removed line to this line per district. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
315-1-010	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Flatscreens and carts to enable remote learning from the classroom	\$ 5,633	\$ 5,633	\$ -	\$ -	\$ -	27-400-1000-730-75-02	TVs/interactive panels/carts/projectors/cameras /speakers to facilitate learning during quarantines. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

315-1-011	Eligible	Direct Allocation	Support Services - School Administration	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase 16 additional Lunchroom tables to open an additional K-8 satellite lunchroom to facilitate social distancing protocols and individual student tables for classroom distancing	\$ 32,048	\$ 32,048	\$ -	\$ -	\$ -	27-200-2400-730-75-02	
315-1-012	Eligible	Direct Allocation	Support Services - School Administration	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase 14 additional Lunchroom tables to open an additional K-8 satellite lunchroom to facilitate social distancing protocols	\$ 29,875	\$ 29,875	\$ -	\$ -	\$ -	27-300-2400-730-75-02	
315-1-013	Eligible	Direct Allocation	Support Services (Students)	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health equipment- Thermometers and face shields	\$ 1,552	\$ 1,552	\$ -	\$ -	\$ -	27-100-2100-730-04-02	
315-1-014	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Health supplies-isolation supplies	\$ 389	\$ 389	\$ -	\$ -	\$ -	27-100-2100-610-04-02	

315-1-015	Eligible	Direct Allocation	Operation of Non-Instruction Services	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase insulated food bags and carts to provide breakfast in classrooms to implement social distancing protocols	\$ 766	\$ 766	\$ -	\$ -	\$ -	27-100-3000-610-60-01	
315-1-016	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Additional PPE and sanitization supplies to clean and sanitize facilities	\$ 13,948	\$ 13,948	\$ -	\$ -	\$ -	27-100-2600-610-70-02	
315-1-017	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase of electrostatic sprayers to sanitize facilities. Purchase equipment to retrofit drinking water fountains to bottle filling stations to implement health protocols	\$ 12,289	\$ 12,289	\$ -	\$ -	\$ -	27-100-2600-730-70-02	
315-1-018	Eligible	Direct Allocation	Support Services - Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of equipment to allow more social distancing while enabling webinars to connect with face-to-face and remote learners	\$ 999	\$ 999	\$ -	\$ -	\$ -	27-100-2200-730-64-01	
315-1-019	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Rental of bottled water station, bottled water with bottle filling equipment for student and staff use	\$ 1,696	\$ 1,696	\$ -	\$ -	\$ -	27-200-2100-610-75-02	Details in narrative in common app: Equipment to covert water fountains to bottle filling stations to implement health protocols.

315-1-020	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Salaries for the Administration team to cover time spent planning , preparing and overseeing students and staff for remote learning and the return to face-to-face instruction	\$ 10,210	\$ 10,210	\$ -	\$ -	\$ -	27-100-2400-110-75-02	
315-1-021	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Salaries for the Administration team to cover time spent planning , preparing and overseeing students and staff for remote learning and the return to face-to-face instruction	\$ 842	\$ 842	\$ -	\$ -	\$ -	27-100-2400-220-75-02	
315-1-022	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer programming for general education, special education, ELL and migrant students determined at risk by local assessments. June 1- June 30, 2021. 14 licensed teachers and 6 teacher Aides. 8:30-11:30/12:30-3:30 ELA/Math/Credit Recovery Sessions	\$ 73,903	\$ 73,903	\$ -	\$ -	\$ -	27-100-1000-110-66-02	
315-1-023	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer programming for general education, special education, ELL and migrant students determined at risk by local assessments. June 1- June 30, 2021. 14 licensed teachers and 6 teacher Aides. 8:30-11:30/12:30-3:30 ELA/Math/Credit Recovery Sessions	\$ 6,097	\$ 6,097	\$ -	\$ -	\$ -	27-100-1000-220-66-02	
315-1-024	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Summer School Supplies- Curriculum	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	27-100-1000-610-66-02	

315-1-025	Eligible	Direct Allocation	Support Services Instruction	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	125 laptops, cases and power cords to provide equitable access to learning during quarantines to address learning loss	\$ 174,750	\$ 174,750	\$ -	\$ -	\$ -	27-100-2200-730-01-02	provide equitable access to learning during quarantines to address learning loss. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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EkqBzAbW

316_GoldenPlains_ESSER Expenditure Reporting

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 | Golden Plains USD 316

Applicant / Mailing Address

| PO Box 199
| Selden, KS 67757

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

Applicant / Email Address of Owner, CEO, or Executive Director | bhickert@usd316.org

Applicant / Phone Number | 785-386-4559

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 | Golden Plains

District Number | 316

Mailing Address Street Address	210 West 6th
Mailing Address City	PO Box 199
Mailing Address Zip Code	67756
Authorized Representative of the District Name	Robert A Schiltz
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rschiltz@usd316.org
Authorized Representative of the District Phone Number	+17853864559
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	bhickert@usd316.org

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

Although the direct impact on students at Golden Plains appeared to be minimal because school was not paused or switched to remote (we did provide a remote option) during the 2020-2021 year, we believe there was a social emotional impact that led to a loss of learning. Data from academic screeners showed an increase in tier 2 and tier 3 students at several grade levels from the fall to winter benchmark in both reading and math. We also had to make an extraordinary amount of DCF (Division of Children and Families) calls during the year, especially following the winter break. We do not know if this was because of additional stress on parents/students caused by Covid/unemployment, but the assumption is that it likely had something to do with it.

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

| Yes

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

| We only have ESSER I SPED (\$2,375) funds remaining. At this time, we have not decided on the best use of these funds.

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

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

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

- Coordination of preparedness and 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, 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.

Golden Plains has exciting plans to improve and expand our educational programs to address the COVID-19 needs of our students. We have scheduled a summer “boot camp” professional development with KS MTSS to provide training to all licensed staff and paraprofessionals. This training will encompass all MTSS strategies, most importantly, using data to drive decision making and address student needs. Included with this plan is the purchase of the Fastbridge screener, student intervention curriculum, and a social emotional curriculum.

Also in the plan is the purchase of online and hybrid textbooks as needed. This purchase will greatly mitigate the effects of future COVID-19 outbreaks for all students. Students will be provided continuous access to high-quality, standards-based curriculum regardless of attendance status. Remote learning will be easily facilitated with the new curriculum.

We also plan to add two new positions in the district to help students with learning loss, social emotional difficulties, and to mitigate future learning loss due to the COVID 19 pandemic.

Position one is for a math and reading interventionist team leader. This person will be responsible for student interventions and professional development to personnel providing interventions designed to address learning loss due to COVID-19 circumstances. Learning losses will be identified using Fastbridge data and corrected using the aforementioned intervention curricula.

Position two is for a Student Advocate Coordinator. This position will be responsible for developing and implementing a program to provide resources and strategies to students and families dealing with aspects of social emotional stress and the issues that coincide with that stress. Student counseling services, coordinating local professional resources with students/families in need, and peer mentoring are examples of strategies to be implemented. Resources/strategies from the Northwest Kansas Educational Service Center’s Project EVERS will also be implemented through this position.


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

We will use data collected from assessments such as Fastbridge, ACT, KS Assessments, and student grades to determine the academic impact of our ESSER II allocation. We will use data from new and existing parent, student, and teacher surveys, in addition to student office referrals to determine the impact on students and families regarding social emotional concerns and improvement.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

[ESSERII-Application USD31... \(158 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

(a) Under some programs, the authorizing statute requires that a State and its

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Robert A Schiltz
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Date	05/05/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
316	Golden Plains	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
316-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Up to 10 days of professional development outside of regular contracted time for teachers. Specifically, the training will be provided by KS MTSS to address learning loss in children.	\$ 48,800	\$ 19,600	\$ 29,200	\$ -	\$ -	94	
316-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security contributions for above salaries.	\$ 3,733	\$ 1,499	\$ 2,234	\$ -	\$ -	94	
316-1-003	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment/Workers Comp insurance for above salaries.	\$ 300	\$ 200	\$ 100	\$ -	\$ -	94	
316-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Up to 10 days of professional development outside of regular contracted time for paraprofessionals. Specifically, the training will be provided by KS MTSS to address learning loss in children.	\$ 21,332	\$ 9,332	\$ 12,000	\$ -	\$ -	94	
316-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security contributions for above salaries.	\$ 1,631	\$ 713	\$ 918	\$ -	\$ -	94	

316-1-006	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment/Workers Comp insurance for above salaries.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	94	
316-1-007	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of intervention curriculum, social emotional curriculum, and online textbooks to address learning loss and mitigate learning loss in the future.	\$ 24,544	\$ 12,272	\$ 12,272	\$ -	\$ -	94	
316-1-008	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Addition of one Student Advocacy Coordinator for the district. This person will be responsible for many aspects of student mental health issues attributed to COVID-19.	\$ 38,800	\$ -	\$ 38,800	\$ -	\$ -	94	Per narrative, This position will be responsible for developing and implementing a program to provide resources and strategies to students and families dealing with aspects of social emotional stress and the issues that coincide with that stress. Student counseling services, coordinating local professional resources with students/families in need, and peer mentoring are examples of strategies to be implemented. Resources/strategies from the Northwest Kansas Educational Service Center's Project EVERS will also be implemented through this position.
316-1-009	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	Social Security contributions for above salary.	\$ 2,968	\$ -	\$ 2,968	\$ -	\$ -	94	
316-1-010	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Health, Unemployment,Workers Comp insurance for above salary.	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	94	

316-1-011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time reading and math interventionist team leader. This person will provide interventions and PD for others providing interventions based on data generated through the MTSS process.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	94	Per narrative, This person will be responsible for student interventions and professional development to personnel providing interventions designed to address learning loss due to COVID-19 circumstances. Learning losses will be identified using Fastbridge data and corrected using the aforementioned intervention curricula.
316-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security contributions for above salary.	\$ 1,912	\$ -	\$ 1,912	\$ -	\$ -	94	
316-1-013	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Health, Unemployment, Workers Comp insurance for above salary.	\$ 8,200	\$ -	\$ 8,200	\$ -	\$ -	94	



zxOlrDJE

320_Wamego__ESSER II Plan_0407

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 320 Wamego

Applicant / Mailing Address

| 1008 8th Street
Wamego, KS 66547

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

Applicant / Email Address of Owner, CEO, or Executive Director | wintert@usd320.com

Applicant / Phone Number | 785-456-7643

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) | 480699341

Applicant / Website Address (if applicable) | www.usd320.com

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

|



PDF

[USD 320 W-9 - 2020 Signed... \(70 KiB download\)](#)**Applicant / Board Member List** *(if applicable)*

PDF

[Board Member List-20-21.p... \(67 KiB download\)](#)

Fiscal Agent / Name (if applicable)	Kathryn Mayfield
Fiscal Agent / Email (if applicable)	mayfieldk@usd320.com

Application details

Full District Name	Wamego Public Schools
District Number	320
Mailing Address Street Address	1008 8th Street
Mailing Address City	Wamego
Mailing Address Zip Code	66547
Authorized Representative of the District Name	Kathryn Mayfield
Authorized Representative of the District Position or Title	Business Manager/Board Clerk
Authorized Representative of the District Email Address	mayfieldk@usd320.com
Authorized Representative of the District Phone Number	+17854567643
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	wintert@usd320.com
Other District Representative 2 Email Address	meitlers@usd320.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.

Students' social and emotional states have suffered due to hybrid, wearing masks, using desk shields, and cohorting. Current 1st grade students missed a quarter of their foundational learning in reading and number sense in Kindergarten. 42% of 1st grade students had no risk in FASTbridge in the fall and that fell to only 30% in the Winter. Because of the lost learning, students are not able to typically progress. Some of our most needy families continue to struggle with accessing community resources and mental health support. High school students' feeling of isolation has increased, creating a need for positive peer interactions.

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

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

Remaining funds are encumbered but not paid out as of this date. Funding is for air filtration, PPE, sanitizing and cleaning supplies. (\$1259.71)

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Summer learning will be offered to those elementary students who are most at risk of continuing to fall behind reading and math expectations. Summer learning for our Kindergarten through 2nd grade students will focus on foundational reading skills such as phonemic awareness, phonological awareness, phonics, and fluency. Students in grade 3 through 5 will focus on fluency and comprehension reading skills as well as basic math skills necessary for progression to the upper grades. We will utilize approximately 16 staff to service about 100 students in our elementary summer academy. Our middle school summer academy will provide learning opportunities based on the KSDE's competencies and provide a structure for social emotional learning. 7 staff will service approximately 60 students at our middle school. Our high school summer learning academy will provide experiences for students who need additional social emotional support. The high school summer academy will employ 3 teachers to serve about 40 students who need additional academic, postsecondary success, and emotional support. 2 ESOL certified teachers and one ESOL paraprofessional will support 10 students with limited English proficiency. All summer academies will run for 15 days with 4 hours/day of instruction. We will also use funds for air filtration, PPE, sanitizing, and cleaning supplies. Additional CNA staff will remain with the district to assist our nursing staff to meet the health needs of our students. An additional bus driver will remain on staff to provide transportation for our at risk students who live in city limits, but struggle to get to school. Funding will provide instructional support to our middle school teachers to help address the learning loss through an MTSS facilitator. An additional counselor at the high school will provide mental and social support.


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

aReading and aMath scores should improve and progress monitoring will be used for our early reading students. We should see students' scores improve with their attendance in our summer learning program. More families will utilize the mental health and community resources available to them. MTSS will be implemented with fidelity and instructional support will be in place at Wamego Middle School. Sanitation and cleaning will continue to be provided so that our students and staff can stay healthy. High school students mental, social, and emotional needs will be met more effectively. Interim assessment scores will improve over time.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.


320 Wamego ESSER II Plan... (152 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

[72 FR 3703, Jan. 25, 2007]

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

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

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2 CFR Subpart D – Post Federal Award Requirements

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§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.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Kathryn Mayfield
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Date	04/26/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
320	Wamego	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
320-1-001	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing sanitizing supplies to keep buildings clean and healthy.	\$ 29,097	\$ -	\$ 29,097	\$ -	\$ -	007 E 2620 29 0000 560 92 610	
320-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 138,000	\$ -	\$ 69,000	\$ 69,000	\$ -	007 E 1000 29 0000 933 92 111	provide the number of staff members expected to be served by this expenditure and how the position(s) will meet the needs of students who have fallen behind due to COVID-19; Applicant responded via email (5/12/21): Teacher salaries for summer learning for students who are most at risk of continuing to fall behind in reading and math expectations due to COVID-19. Summer learning for our Kindergarten through 2nd grade students will focus on foundational reading skills such as phonemic awareness, phonological awareness, phonics, and fluency. Students in grade 3 through 5 will focus on fluency and comprehension reading skills as well as basic math skills necessary for progression to the upper grades. MS 6-8 will also focus on reading and math skills as well as social emotion needs/learning. We will utilize approximately 28 staff to service about 160.
320-1-003	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 8,556	\$ -	\$ 4,278	\$ 4,278	\$ -	007 E 1000 29 0000 933 92 221	
320-1-004	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 2,001	\$ -	\$ 1,001	\$ 1,001	\$ -	007 E 1000 29 0000 933 92 222	

320-1-005	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 138	\$ -	\$ 69	\$ 69	\$ -	007 E 1000 29 0000 933 92 260	
320-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	007 E 1000 29 0000 456 92 610	
320-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	Instructional Programs Improvement Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development on methods and teaching strategies for students that have fallen behind and need additional assistance.	\$ 55,000	\$ 25,000	\$ 30,000	\$ -	\$ -	007 E 2200 29 0000 358 92 321	
320-1-008	Eligible	Direct Allocation	Maintenance of Buildings	Non-Technology-Related Repairs and Maintenance	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	Air quality improvement needed in classrooms.	\$ 5,786	\$ 5,786	\$ -	\$ -	\$ -	007 E 2620 29 0000 563 92 431	provide more information regarding how the air quality will be improved and how it relates to COVID-19; Applicant responded via email: Replacement of dampers and improved Merv-13 filters to improve indoor air quality by removing airborne contaminants and increasing fresh outdoor air intake.

320-1-009	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	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 (B) implementing evidence-based activities to meet the comprehensive needs of students.	\$ 194,830	\$ 194,830	\$ -	\$ -	\$ -	007 E 1000 29 0000 170 92 321	Applicant responded via email: Curriculum that replaces existing K-8 curriculum and specifically addresses english language arts and reading multi-tiered system of supports. Based on the science of reading, this curriculum will address individual learning needs including learning loss due to COVID-19.
320-1-010	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	007 E 2134 29 0000 355 92 121	
320-1-011	Eligible	Direct Allocation	Nursing Services	Health and Accident Insurance	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	007 E 2134 29 0000 355 92 213	
320-1-012	Eligible	Direct Allocation	Nursing Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 2,170	\$ -	\$ 2,170	\$ -	\$ -	007 E 2134 29 0000 355 92 221	

320-1-013	Eligible	Direct Allocation	Nursing Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 508	\$ -	\$ 508	\$ -	\$ -	007 E 2134 29 0000 355 92 222	
320-1-014	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	To assist in addressing additional screening and student assistance due to COVID-19 restrictions.	\$ 35	\$ -	\$ 35	\$ -	\$ -	007 E 2134 29 0000 355 92 260	
320-1-015	Eligible	Direct Allocation	Other Support Services - School Administration	Full-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	007 E 2490 29 0000 934 92 111	Staff, student and program information; Applicant responded via email: Summer School administrative support staff who will support 29 certified staff members and 200 students for summer school due to learning loss from COVID-19.
320-1-016	Eligible	Direct Allocation	Other Support Services - School Administration	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19	\$ 341	\$ -	\$ 341	\$ -	\$ -	007 E 2490 29 0000 934 92 221	
320-1-017	Eligible	Direct Allocation	Other Support Services - School Administration	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Assisting students who have fallen behind due to COVID-19	\$ 80	\$ -	\$ 80	\$ -	\$ -	007 E 2490 29 0000 934 92 222	
320-1-018	Eligible	Direct Allocation	Other Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 6	\$ -	\$ 6	\$ -	\$ -	007 E 2490 29 0000 934 92 260	
320-1-019	Eligible	Direct Allocation	Vehicle Operation	Part-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	007 E 2710 29 0000 939 92 122	

320-1-020	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 124	\$ -	\$ 124	\$ -	\$ -	007 E 2710 29 0000 939 92 221	
320-1-021	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Transportation for students attending summer learning.	\$ 29	\$ -	\$ 29	\$ -	\$ -	007 E 2710 29 0000 939 92 222	
320-1-022	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Transportation for students attending summer learning.	\$ 2	\$ -	\$ 2	\$ -	\$ -	007 E 2710 29 0000 939 92 260	
320-1-023	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Assisting students who have fallen behind due to COVID-19	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	007 E 1000 29 0002 933 92 111	Staff, student and program information; Applicant responded via email: The high school summer academy will employ 3 teachers to serve about 40 students who need additional academic, postsecondary success, and emotional support. 2 ESOL certified teachers and one ESOL paraprofessional will support 10 students with limited English proficiency.
320-1-024	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Assisting students who have fallen behind due to COVID-19	\$ 868	\$ -	\$ 868	\$ -	\$ -	007 E 1000 29 0002 933 92 221	
320-1-025	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Assisting students who have fallen behind due to COVID-19	\$ 203	\$ -	\$ 203	\$ -	\$ -	007 E 1000 29 0002 933 92 222	

320-1-026	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 14	\$ -	\$ 14	\$ -	\$ -	007 E 1000 29 0002 933 92 260	
320-1-027	Eligible	Direct Allocation	Other Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 7,800	\$ -	\$ 3,900	\$ 3,900	\$ -	007 E 2490 29 0000 935 92 120	Applicant responded via email: Summer School classified support staff who will support 29 certified staff members and 200 students and the administrative needs of summer school due to learning loss from COVID-19.
320-1-028	Eligible	Direct Allocation	Other Support Services - School Administration	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 484	\$ -	\$ 242	\$ 242	\$ -	007 E 2490 29 0000 935 92 221	
320-1-029	Eligible	Direct Allocation	Other Support Services - School Administration	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 113	\$ -	\$ 57	\$ 57	\$ -	007 E 2490 29 0000 935 92 222	
320-1-030	Eligible	Direct Allocation	Other Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 8	\$ -	\$ 4	\$ 4	\$ -	007 E 2490 29 0000 935 92 260	
320-1-031	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	007 E 1000 29 0000 150 92 110	Applicant responded via email: One .5 staff member who will support At-Risk students with learning loss from COVID-19 by providing them with additional personalized instructional, emotional, and social support. Additionally this position will work with student's families to connect them with additional community resources. This position will support 40+ students .

320-1-032	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 2,600	\$ -	\$ 2,600	\$ -	\$ -	007 E 1000 29 0000 150 92 213	
320-1-033	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 1,395	\$ -	\$ 1,395	\$ -	\$ -	007 E 1000 29 0000 150 92 221	
320-1-034	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 326	\$ -	\$ 326	\$ -	\$ -	007 E 1000 29 0000 150 92 222	
320-1-035	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 23	\$ -	\$ 23	\$ -	\$ -	007 E 1000 29 0000 150 92 260	
320-1-036	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	007 E 2100 29 0000 250 92 110	Applicant responded via email: One .5 staff member who will provide instructional support to teachers to help them address student's needs and learning loss due to COVID-19. This position supports approximately 100 students and 16 staff members.
320-1-037	Eligible	Direct Allocation	Support Services (Students)	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 2,600	\$ -	\$ 2,600	\$ -	\$ -	007 E 2100 29 0000 250 92 213	

320-1-038	Eligible	Direct Allocation	Support Services (Students)	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 1,395	\$ -	\$ 1,395	\$ -	\$ -	007 E 2100 29 0000 250 92 221	
320-1-039	Eligible	Direct Allocation	Support Services (Students)	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 326	\$ -	\$ 326	\$ -	\$ -	007 E 2100 29 0000 250 92 222	
320-1-040	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Assisting students who have fallen behind due to COVID-19	\$ 23	\$ -	\$ 23	\$ -	\$ -	007 E 2100 29 0000 250 92 260	



VRqgywpl

323_Rock Creek_ESSER II Plan_0514

Applicant details

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

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

Select an Applicant Type

Unified School District

Applicant / Entity Name

USD 323 Rock Creek

Applicant / Mailing Address

9353 Flush Road

St. George, KS 66535

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

Kevin Logan

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

logank@rockcreekschools.org

Applicant / Phone Number

785-494-8597

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

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

Application details

Full District Name

Rock Creek

District Number

323

Mailing Address Street Address	9353 Flush Road
Mailing Address City	Saint George
Mailing Address Zip Code	66535
Authorized Representative of the District Name	Kevin Logan
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	logank@rockcreekschools.org
Authorized Representative of the District Phone Number	+17854948597
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	grutzmam@rockcreekschools.org
Other District Representative 2 Email Address	timmk@rockcreekschools.org

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

The mission of USD 323 Rock Creek has been negatively impacted during both the 2019-2020 and 2020-2021 School years. The abrupt cancellation of classes and the move to our "Continuous Learning" format in March 2020 slowed or stopped the academic growth of many of our most at-risk students, 564 of our 1150 students meet one or more of the at-risk criteria. The choice of a "remote" learning option, and the disruptions caused by student and staff quarantines, further advanced learning loss, especially for the at-risk children. In addition to learning remotely; our in-person learners and staff had to communicate while having their faces covered. We also took time hourly to wash or sanitize our hands and cleaning frequently touched surfaces, taking even more time away from the teaching/learning process. In both school years, the educational environment was not ideal and teachers could not be as effective as they have been in previous years in educating our children.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER I Sped funding was used for extra duty pay for both certified professionals and paraprofessionals because of the extra duties caused by the Covid 19 Pandemic in the 2020-21 school year. The extra duty pay for certified professionals covered the additional time required for new duties with writing Remote Learning Plans (RLP) to provide compliant IEPs for remote/hybrid learning and implementation. This work included writing the RLPs, communicating with the team, communicating with parents/guardians, scheduling meetings, attending IEP amendment meetings, sending out letters,

implementing the RLP, implementing remote/hybrid learning, modified quarantines, RLP services documentation, etc. The extra duty pay for paraprofessionals included new duties with serving more students in groups than typical because of limited grouping options due to C-19 exposure, increased instructional duties, cleaning/sanitizing of materials and surfaces between groups, supporting students in remote learning and modified quarantines, and para workload increase due to covering absences of other paras with Covid positive test or exposure.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

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

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

USD 323 has already used some ESSER 2 funds to:

Provide wellness/temperature checks when students & staff enter the building,

Subscribe to learning links (software and on-line programming) when students chose remote or when they were quarantined, and

Hire licensed staff to direct and monitor "remote" learners.

USD 323 will use ESSER 2 funds to:

Offer a meaningful and focused summer school opportunity for our most at-risk students,

Present targeted professional development opportunities for our faculty on trauma, specifically related to trauma experienced during the Covid pandemic,

Extend learning opportunities beyond the regular school day, and

Supply teachers with additional resources: i.e. hands-on, software, and workbook based to help with learning loss during the pandemic.

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

USD 323 Rock Creek will/has look(ed) at:

Our student growth on: State Assessments, Nationally Normed Assessment (FastBridge), and Classroom Assessments.

Our student attendance rate should improve; we will not have remote learners, quarantines will lessen, and our in-person student numbers will increase as students return from other non-USD 323 virtual and homeschool options, and

We have already seen a drop in the number of lost student days resulting from fewer quarantines, due to lessening Covid exposure and good hygiene through wellness/temperature checks.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



XLSX

323 Rock Creek ESSER II P... (155 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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)

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

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

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

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

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

(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]

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

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[72 FR 3703, Jan. 25, 2007]

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

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

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

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

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§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature	Kevin Logan
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Date	05/14/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
323	Rock Creek	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
323-1-001	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Training to all staff on Trauma Informed Care especially the impact due to covid-19.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	67310	
323-1-002	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase of Math Manipulatives and other curricular resources for Math. Local assessment data indicates learning loss related to math during the covid-19 timeframe.	\$ 31,100	\$ -	\$ 31,100	\$ -	\$ -	67250	
323-1-003	Eligible	Direct Allocation	Instruction	Software Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Acellus and Edenuity will provide supplemental instructional and curricular resources to address learning needs of students in a remote environment. In addition these programs will be used to supplement in class teacher instruction. Need for this is due to loss of instruction time during covid-19. .	\$ 42,622	\$ 35,061	\$ 7,561	\$ -	\$ -	67210	
323-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Utilized instructional aides for temperature checks each morning upon arrival of staff and students during covid-19 in school instructional days.	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	67205	

323-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Social Security matching for Instructional Aide salaries taking temperature checks for the 2020-21 school year.	\$ 421	\$ 421	\$ -	\$ -	\$ -	67207	
323-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified staff identified students with learning loss during covid-19 timeframe, will offer additional resources for 12 additional days in June for 125 students of District enrollment of 1161 and into the next school year for Middle School Students three days a week/ 1.5 hours a day.	\$ 25,327	\$ 18,814	\$ 6,513	\$ -	\$ -	67205	
323-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hired an additional certified instructor to help with remote learners that were not otherwise able to attend school in person during covid-19	\$ 45,685	\$ 45,685	\$ -	\$ -	\$ -	67205	
323-1-008	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance group coverage for an additional staff member hired to support remote learners during 2020-21 school year	\$ 5,662	\$ 5,662	\$ -	\$ -	\$ -	67206	
323-1-009	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security Matching for an additional staff member hired to support remote learners during 2020-21 school year	\$ 2,949	\$ 2,949	\$ -	\$ -	\$ -	67207	

323-1-010	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment Insurance for one additional staff member hired to support remote learners during 2020-21 school year	\$ 46	\$ 46	\$ -	\$ -	\$ -	67208	
323-1-011	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Workers Compensation Insurance for one additional staff member hired to support remote learners during 2020-21 school year	\$ 133	\$ 133	\$ -	\$ -	\$ -	67209	
323-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Matching contribution paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 1,940	\$ 1,440	\$ 500	\$ -	\$ -	67207	
323-1-013	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment insurance paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 27	\$ 20	\$ 7	\$ -	\$ -	67208	
323-1-014	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Compensation insurance paid on instructional staff salaries during hours for extended school year and extended school day.	\$ 74	\$ 55	\$ 19	\$ -	\$ -	67209	

332_Cunningham_ESSER II Plan_0430



QaBdRKwn

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 | Cunningham USD 332

Applicant / Mailing Address

PO Box 67
104 W 4th St
Cunningham, KS 67035

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

Applicant / Email Address of Owner, CEO, or Executive Director | robert.reed@usd332.com

Applicant / Phone Number | 620-298-3271

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) | 48-0698617

Fiscal Agent / Name (if applicable) | Stacy Webster

Fiscal Agent / Email (if applicable) | stacy.webster@usd332.com

Application details

Full District Name	Cunningham
District Number	332
Mailing Address Street Address	104 W 4th St
Mailing Address City	Cunningham
Mailing Address Zip Code	67035
Authorized Representative of the District Name	Robert Reed
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	Robert.Reed@usd332.com
Authorized Representative of the District Phone Number	+16202983271
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	stacy.webster@usd332.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.

Due to the rural demographics of our district, many students had issues with accessing the digital resources that we offered during remote learning. Several students did not complete work and their grades suffered because of this issue. Some students had to be brought in to school for one-on-one learning to address missing assignments and learning loss while their peers were in remote learning due to their failure to be able to access the internet or to turn in assignments because of poor parental support. Several students missed speech services, para, or resource support because they did not have internet access or parental support.

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

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

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

- Coordination of preparedness and 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.
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

The district will offer a Jump Start summer program for grades K-8 in order to address deficiencies in reading and math. The funds will be used to pay teacher salaries for 2 weeks 4hrs/day for 5days/week during summer 2021 and summer 2022 and new MobyMax curriculum which can be accessed from school or home. For Grades 9-12 summer credit recovery will be offered. We would like to improve Wi-Fi performance by putting in additional wireless access points throughout all buildings. We will purchase 100 student chrome book laptops for grades 6th - 12th to improve distance learning and access. Our district will update HVAC systems in our K-2 classrooms in order to improve filtration and air quality.

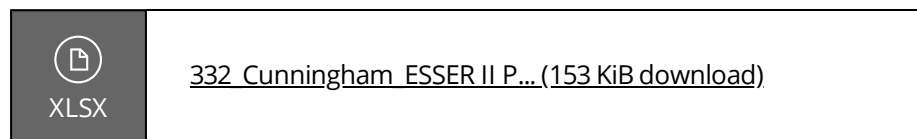
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Jump Start students will take pre- and post-assessments to show impact.
Our connectivity will improve within the individual classrooms by adding wireless access points. This would help rural students during instances of remote learning because they would be able to access the broadband from outside of the building if they are not able to access the internet at home.
We will provide devices to 100% of our secondary students.
The HVAC improvements will help to improve student health and attendance. Our SIS will be used to track attendance records for comparison.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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[72 FR 3703, Jan. 25, 2007]

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- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

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

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

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§200.303 Internal controls.

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§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

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§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

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

Robert Reed

Date

04/30/2021

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

USD	District Name	Data as of
332	Cunningham	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
332-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Jump start Summer school teacher salaries	\$ 30,000	\$ 15,000	\$ 15,000	\$ -	\$ -	97-1000-100-00	Per narrative, summer program for grades K-8 in order to address deficiencies in reading and math. The funds will be used to pay teacher salaries for 2 weeks 4hrs/day for 5days/week during summer 2021 and summer 2022 and new MobyMax curriculum which can be accessed from school or home. For Grades 9-12 summer credit recovery will be offered.
332-1-002	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student laptops for 1-1 up-to-date technology	\$ 36,900	\$ 36,900	\$ -	\$ -	\$ -	97-1000-100-00	Per narrative, "We would like to improve Wi-Fi performance by putting in additional wireless access points throughout all buildings. We will purchase 100 student chrome book laptops for grades 6th - 12th to improve distance learning and access." Per applicant in response to an inquiry if technology addresses learning loss as identified in the narrative as well, "Yes because this will provide 1 to 1 technology for all students 6-12 for at school and at home use in the event of remote learning. It will also allow for at home access to programs provided to help with learning loss." Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

332-1-003	Eligible	Direct Allocation	Land Improvement	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	Update HVAC system to improve air quality	\$ 10,293	\$ 10,293	\$ -	\$ -	\$ -	97-4200-000-00	Per narrative, Our district will update HVAC systems in our K-2 classrooms in order to improve filtration and air quality. Allowable if CDC guidelines are met.
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glvQoJng

336_Holton_ESSER II Plan_0325

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 | Holton USD #336

Applicant / Mailing Address

515 Pennsylvania Ave.
Holton, KS 66436

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


Applicant / Email Address of Owner, CEO, or Executive Director | b.davies@holtonks.net

Applicant / Phone Number | 7853643650

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 / Board Member List (if applicable)


PDF

Board member list 2020-20... (81 KiB download)

Application details

Full District Name	Holton School District
District Number	336
Mailing Address Street Address	515 Pennsylvania Ave.
Mailing Address City	Holton
Mailing Address Zip Code	66436
Authorized Representative of the District Name	Robert L. Davies
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	b.davies@holtonks.net
Authorized Representative of the District Phone Number	+17853643650
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	d.folk@holtonks.net
Other District Representative 2 Email Address	t.hanson@holtonks.net

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

When the pandemic struck in March of 2020, our staff, families, and students were thrust into so much turmoil and uncertainty it is amazing we accomplished anything. We learned a lot about what we could expect from different ages and types of students. We were fortunate to remain in-person for most of the 2020-2021 school year, as long as we could keep staff healthy. We initially saw a lot of social emotional issues in the beginning of the school year and this will take some time to fully comprehend the damage created by the isolation that was caused from March until September. Districtwide we are showing loss in reading and have a few plans to help student make gains. The elementary needs some help with resources for Tier 2 and Tier 3 reading interventions. The MS and HS need someone to "push in" and sparingly "pull out" (much like Title services in our elementary school) to help deliver on demand tier 2 and tier 3 reading interventions. This person will also transition to help ELA teachers develop skills necessary to take over to help all students make the necessary gains to be able to keep up with peers. We have a Guatemalan population that would have been devastated had we not been in person in September. No special populations seem to have any extra issues and again, we are thankful we were able to be in-person.

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

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

We will use these funds like we will use ESSER II funds. To help better our students due to issues caused by the pandemic and we will use them for supplies to help keep us in session and in-person.

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 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.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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


Our chart has details as well - We have identified through fastbridge testing from last year to this year that our number one issue, districtwide, is reading loss in many of our students. We have many student who require tier 2 and tier 3 reading interventions so we are asking for those resources upfront to start working on this now. The district just hired a curriculum director whose specialty is reading and the reading process and she is working after hours with us to look at data and our materials we have in place to assess what we have missing. We need resources Prek-5 and we need an interventionist (coach?) in the MS and HS to help retrain MS and HS staff on how to better help student with these skills. We are spending money on summer school for Grade K-12 to help kickstart this process as well. We have an aging HS facility that has an older HVAC system that is at end of life and a Capital Outlay budget that is not able to fix this all at once. We are charging 8 mills and receive 65% State Aid. We have been working with Trane the last three years to complete this in phases and we have unit ventilators we can not purchase parts for so ventilation in some areas has been sacrificed. We have work we can do this summer and add more to this to fix more areas. With Capital Outlay Being drained for HVAC, we also are requesting cleaning equipment and some fountain with bottle fillers so we can socially distance for the student who can not be vaccinated. We are also asking to be reimbursed for COVID leave like businesses were able to request. Again, the attachment has more details as well.

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 be able to assess our reading gains over the next three years with testing scores from Fastbridge as we have baseline data from 2020 and this school year and we can utilize other data points as well moving forward such as state assessments.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.


XLSX

ESSERII-Holton USD #336 A... (150 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
 - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
- (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
- 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
- (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
- (b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
- (Authority: 20 U.S.C. 1221e-3 and 3474)
- 34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
- A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- 34 CFR §76.701 The State or subgrantee administers or supervises each project.
- A State or a subgrantee shall directly administer or supervise the administration of each project.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- 34 CFR §76.702 Fiscal control and fund accounting procedures.
- A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- 34 CFR §76.709 Funds may be obligated during a “carryover period.”
- (a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
- (b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.
- (Authority: U.S.C. 1221e-3, 1225(b), and 3474)

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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- 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.
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- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Robert L. Davies
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Date	04/28/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
336	Holton	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
336-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - This would be for Students in Grades K-12 - We plan to utilize 16 staff members for 19 days for 4 hour each day. We plan to invite 180 students.	\$ 42,560	\$ 42,560	\$ -	\$ -	\$ -	89020	
336-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - This will be for the same days and will include paraprofessionals and bus drivers to transport students. This will not include food service salaries as our food service program has and will be able to serve breakfast and lunch all summer long and will be able to be self-sustaining.	\$ 12,836	\$ 12,836	\$ -	\$ -	\$ -	89020	
336-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MS/HS Interventionist - We have not hired this position so this is an estimate due to needing to be approved before we can really hire and know who may apply and where the person may qualify on our salary schedule. We also have a negotiation process that has not started so this will be hard to nail down until all things are finalized.	\$ 65,642	\$ -	\$ 65,642	\$ -	\$ -	89020	Per narrative, to address identified learning loss (reading).

336-1-004	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	MS/HS Interventionist - This is also a estimate as we have not completed negotiations and we do not know what benefits the new person may choose.	\$ 10,113	\$ -	\$ 10,113	\$ -	\$ -	89020	
336-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid leave for teachers, adminsrtors etc. including Sub coverage pay (if applicable). This was used from August 2020 to April 16, 2021 for covid leave. Businesses were given tax credits and relief for allowing employees to use up to 10 day of leave for covid related absences based on certain criteria. Public schools were not able to recoop these expenses so this is the total we had for this catagory for the certified staff.	\$ 32,121	\$ 32,121	\$ -	\$ -	\$ -	89020	
336-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid leave for non-certified staff. This was used from August 2020 to April 16, 2021 for covid leave. Businesses were given tax credits and relief for allowing employees to use up to 10 day of leave for covid related absences based on certain criteria. Public schools were not able to recoop these expenses so this is the total we had for this catagory for the non-certified staff.	\$ 16,305	\$ 16,305	\$ -	\$ -	\$ -	89020	

336-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Reading Tier 3 instructional supplies (SONDAY) - This can be used for student in grades PreK -12.	\$ 7,665	\$ 7,665	\$ -	\$ -	\$ -	89050	Per narrative, COVID instructional loss identified in reading.
336-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Reading Tier 2 instructional Supplies (PrK-5 Really Great Reading) This is a researched-based reading intervention on the approved reading list of material to be used for struggling readers (AKA Dyslexia). This is an estimate because we cant seem to keep prices for more than 30 days and the prices seem to keep going up each month.	\$ 56,000	\$ 56,000	\$ -	\$ -	\$ -	89050	Per narrative, COVID instructional loss identified in reading.
336-1-009	Eligible	Direct Allocation	Instruction	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC issues where ventilation is not working in our high school. This is the worst area in our district and where it is needed the most. Elementary building has brand new school and system (2016) and middle School is less than 15 years old and working to acceptable levels as we had a study completed in 2018 and reassessed in 2020. If we want to get this completed this summer and start having some of the benefits of the ventilation working we need to act sooner than later. We have been working the last three years with Trane on Energy upgrades and the amount listed is a solid bid.	\$ 249,000	\$ 249,000	\$ -	\$ -	\$ -	89070	Per narrative, We have an aging HS facility that has an older HVAC system that is at end of life and a Capital Outlay budget that is not able to fix this all at once. We are charging 8 mills and receive 65% State Aid. We have been working with Trane the last three years to complete this in phases and we have unit ventilators we can not purchase parts for so ventilation in some areas has been sacrificed. Allowable if CDC guidelines are met.

336-1-010	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	KIVAC Cleaning machines - This is for 2 additional cleaning machines for our facilities utilized for cleaning and sanitizing bathrooms to help make this faster, easier and more efficient for our custodians. We have one in one facility and this will even out the load in the district.	\$ 7,800	\$ 7,800	\$ -	\$ -	\$ -	89070	
336-1-011	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	Replace several water fountain in HS and MS with fountains that have a bottle filler (12 fountains). This will allow us to help spread student out to socailly distance and turn back on many of the fountain in our building where we have had to turn them off because we do not have a bottle filler.	\$ 36,000	\$ 36,000	\$ -	\$ -	\$ -	89070	
336-1-012	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Fuel for buses and vehicles we will use for Summer School Transportation.	\$ 350	\$ 350	\$ -	\$ -	\$ -	62300	

337_Royal Valley_ESSER II Plan_0429



YWNrjoDy

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 337 ROYAL VALLEY
Applicant / Mailing Address	101 W MAIN ST MAYETTA, KS 66509
Applicant / First and Last Name of Owner, CEO, or Executive Director	Aaric Davis
Applicant / Email Address of Owner, CEO, or Executive Director	davisa@rv337.org
Applicant / Phone Number	785-966-2246

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 (<i>if applicable</i>)	48-0698618
Applicant / Website Address (<i>if applicable</i>)	www.rv337.com
Applicant / Child Care Licensing Number (<i>if applicable</i>)	48454-014

Applicant / Mission Statement *(if applicable)*

The mission of the Royal Valley Public Schools is to ensure that each student is actively engaged in the learning process and in developing the citizenship skills necessary to become a responsible, productive member of the global workforce.


Applicant / W9 or Year-end Financial Statement *(if applicable)*

[Download Form W-9](#)


PDF

[USD 337 W9.pdf \(114 KiB download\)](#)

Applicant / Board Member List *(if applicable)*


PDF

[USD #337 Board Member Lis... \(23 KiB download\)](#)

Fiscal Agent / Name <i>(if applicable)</i>	Sherri Schulte
Fiscal Agent / Email <i>(if applicable)</i>	schultes@rv337.org
Fiscal Agent / Mailing Address <i>(if applicable)</i>	
101 W MAIN ST MAYETTA, KS 66509	

Application details

Full District Name	Royal Valley
District Number	337
Mailing Address Street Address	101 W. Main Street
Mailing Address City	Mayetta
Mailing Address Zip Code	66509
Authorized Representative of the District Name	Aaric Davis
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	davisa@rv337.org
Authorized Representative of the District Phone Number	+17859662246

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

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

USD #337 has been impacted by the pandemic by academic learning loss, we are also struggling to keep all of our 7-12 students engaged in the learning environment due to continuous learning and remote learning disruptions. We are seeing HS students and MS failing courses at 2 to 3 times the usual rate. Our elementary school students have been on-site for a majority of the school year, but lost a nine-weeks of quality instruction last spring which has an impact on learning from a long-term perspective. In addition to learning loss from continuous learning, we have had teachers and students placed in quarantine that have disrupted learning for many students. We have tried to stay on top of social emotional factors for our students and staff, but our HS SAEBRS screener indicates that we have seen a sharp increase in at-risk students due to social emotional factors in grades 10, 11, and 12. As far as cost is concerned, we have funded a majority of our PPE, Covid supplies, and Covid protocols through SPARKS funds and ESSER I funds. A majority of our ongoing cost revolves around the need to reduce class sizes for social distancing this past year and providing additional academic support for students through summer learning opportunities and interventions for reading and math at the middle school and high school levels.

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

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

We have spent the funds for ESSER I, but are not planning to draw the remaining balance down until May 7, 2021. The expenses that will be drawn down on May 7th are related to additional services that were provided during the school year to handle covid protocols.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

USD 337 proposes to use its ESSER II allocations to reimburse the district for the cost of adding a 5th section of 1st grade during the 2020-2021 school year. This section was added to allow for social distancing in the classroom due to the large number of students in this grade level. (90 students). Next, we would like to provide summer academic opportunities for our students in grades K-12. We plan to offer a 2 week STEM camp for students in grades k-5, academic support for at-risk students in grades 5-8 for 3 weeks, and a credit recovery program for students in grades 9-12 for three weeks. To continue our support for our 5-12 students, we are adding an MTSS interventionist and coordinator position that will help with screening, interventions, and training for other staff support team members to close achievement gaps caused by the disrupted learning environment during the pandemic.

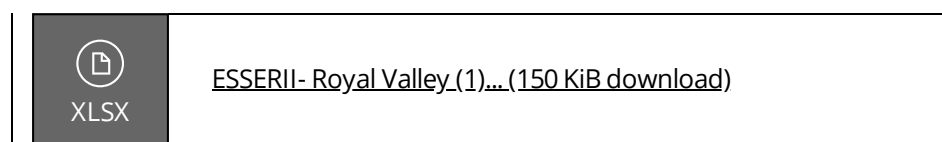
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to monitor our academic progress using MAP testing this year and we are switching to FastBridge for next year to screen students and monitor progress in reading and in math. We will also continue to monitor student grades, attendance, office discipline referrals and SAEBS for social emotional risk factors.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

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

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Aaric S. Davis
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Date	04/29/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
337	Royal Valley	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
337-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 337 added a fifth section of 1st grade during the 2020-2021 school year to allow for additional social distancing in the classroom as recommended by the KDHE, KSDE, and the CDC. There were 90 students in the first grade during the 2020-21 school year. In addition to social distancing, our local data indicated that this group of students were also left without the necessary reading skills during their kindergarten year due to the loss of a 9 weeks worth of reading instruction. The additional teacher also helped us keep our groupings smaller for increased individualized instruction.	\$ 52,445	\$ 52,445	\$ -	\$ -	\$ -	13200	

337-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 11 teachers to put on a 2 week summer school for elementary school students, a 3 week reading and math intervention program for at-risk middle school students and a 3 week credit recovery program for high school students who failed a course during the 2020-2021 school year. These teachers will be helping students improve their reading, math and science skills, as well as earn much needed credits at the high school level. This expenditure line item is specifically for the summer of 2021.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	13200	
337-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 paraprofessionals to put on a 2 week summer school for elementary school students and a 3 week reading and math intervention program for at-risk middle school students. These paraprofessionals will be helping students improve their reading, math, and science skills by assisting teachers in these STEM and intervention programs. This expenditure line item is specifically for the summer of 2021.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	13210	

337-1-004	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 bus drivers to transport students from home to the location of our summer school programming as explained above in the previous two line items. The drivers will be driving a to and from route each day for 15 days. This expenditure line item is specifically for the summer of 2021	\$ 7,600	\$ -	\$ 7,600	\$ -	\$ -	43750	
337-1-005	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be running 4 routes to and from summer school programming as explained above in lines 16. There will be 4 routes each day to and from summer school for 15 days. This line item is specifically for the summer of 2021	\$ 3,400	\$ -	\$ 3,400	\$ -	\$ -	44000	
337-1-006	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be purchasing between 60 and 84 student curriculum packets/kits for the STEM camp at the elementary school as a part of their summer camp described in line 16. These kits and programming provides instructor materials and student consumables for STEM projects.	\$ 10,920	\$ -	\$ 10,920	\$ -	\$ -	86200	

337-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 337 has added a new position for an MTSS Coordinator/interventionist for grades 5-12. This position will help address learning loss stemming from the disrupted learning environment due to continuous learning, remote learning during the 2019-20 and 2020-21 school years. The position will serve as coordinator for both the middle school and the high school but will only serve as an interventionist for the middle school. Current high school staff members will implement interventions at the HS level.	\$ 55,865	\$ -	\$ 55,865	\$ -	\$ -	13200	
337-1-008	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 337 is working to replace the PTAC units currently installed in a wing of our elementary school that provide heat and cooling throughout the school year. The current PTAC units do not incorporate any outside air into these classrooms which creates a less safe air quality with the COVID virus present. The plan is to replace the PTAC units in 13 classrooms at the elementary school with new rooftop fresh air systems and a variable refrigerant heating and cooling system. This new cooling system is estimated to cost around \$400,000 and the district is only asking for a portion of this to be covered with ESSER II funds. The new system will improve the air quality for all students and staff in these 13 classrooms.	\$ 180,000	\$ -	\$ 180,000	\$ -	\$ -	36200	Allowable if CDC guidelines are met

337-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 11 teachers to put on a 2 week summer school for elementary school students, a 3 week reading and math intervention program for at-risk middle school students and a 3 week credit recovery program for high school students who failed a course during the 2020-2021 school year. These teachers will be helping students improve their reading, math and science skills, as well as earn much needed credits at the high school level. This expenditure line item is specifically for the summer of 2022.	\$ 20,000	\$ -	\$ -	\$ 20,000	\$ -	13200	
337-1-010	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 paraprofessionals to put on a 2 week summer school for elementary school students and a 3 week reading and math intervention program for at-risk middle school students. These paraprofessionals will be helping students improve their reading, math, and science skills by assisting teachers in these STEM and intervention programs. This expenditure line item is specifically for the summer of 2022.	\$ 2,000	\$ -	\$ -	\$ 2,000	\$ -	13210	
337-1-011	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be hiring 4 bus drivers to transport students from home to the location of our summer school programming as explained above in the previous two line items. The drivers will be driving a to and from route each day for 15 days. This expenditure line item is specifically for the summer of 2022.	\$ 7,600	\$ -	\$ -	\$ 7,600	\$ -	43750	

337-1-012	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be running 4 routes to and from summer school programming as explained above in lines 16. There will be 4 routes each day to and from summer school for 15 days. This line item is specifically for the summer of 2022.	\$ 3,400	\$ -	\$ -	\$ 3,400	\$ -	44000	
337-1-013	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	USD 337 will be purchasing a highly engaging curriculum to support our summer school program for summer of 2022. The curriculum is to be determined, but there will be an estimated cost here.	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ -	86200	



NjMedodm

ESSER II Application

4.16.21

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 338 Valley Falls

Applicant / Mailing Address

| 700 Oak Street
| Valley Falls, KS 66088

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Volora Hanzlicek

Applicant / Email Address of Owner, CEO, or Executive Director | volora.hanzlicek@vfalls338.com

Applicant / Phone Number | 785-945-3214

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 | Valley Falls

District Number | 338

Mailing Address Street Address	700 Oak Street, Board of Education Office
Mailing Address City	Valley Falls
Mailing Address Zip Code	66088
Authorized Representative of the District Name	Volora Hanzlicek
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	volora.hanzlicek@vfalls338.com
Authorized Representative of the District Phone Number	+17859453214
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	brenda.henson@vfalls338.com

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

We are a small rural district. Additional costs of COVID have been around \$300,000 additional dollars to our budget that we were not expecting. If it weren't for the generosity of our county and the SPARKS monies, we would not have been able to provide the instructional tools or put into play strategic protocols for reopening. We have been fortunate to be in school all year brick and mortar. However, in school face to face, doesn't come without challenges. We have had short spurts where we combined classes as we did not have enough staff to supervise appropriately. We have had times where we were missing 45% of our student body due to quarantine and COVID positive cases. During these times, we have been able to soldier through but we have still seen both academic and social impact on our students. In looking at our data, we are seeing about 25% of our students needing to fill gaps in learning from last spring. We have stepped up the intensity of our tiered system of support including social-emotional supports. We will continue to increase the intensity of the tiered system of supports and targeted supports of social-emotional learning for next year.

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

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

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

- 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, 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 reason we were in session was due to the preplanning and implementing strategies of our staff. The majority of our requests will be for reimbursements for (15) developing strategies and implementing public health protocols. We purchased items such as masks, water bottles, lanyards (holding masks when at lunch and recess), small hand sanitizer bottles, and chair organizers for our younger students. We wash the masks and the water bottles at school. These items do not go home. We focused on making sure each student had individual access to sanitizing tools and ways to get what they needed without being exposed to other students who may have had COVID. We purchased traffic markers for our floors and sneeze guards in our offices. We added an additional sick room (original in the entry office) and provided all staff with individual sanitation items (7). We moved to paper products for lunchtime and provided tools so that the lunch ladies could prepare individual wrapped items for students allowing a more mitigating approach to serving lunch. We have been very successful with our practices. In addition to the public health protocol supports, we would like to request reimbursements for Edgenuity our summer school platform for HS summer school (11). Another reimbursement request would be for Zoom accounts for our teachers (9). We utilized the accounts to support students who were in quarantine (not sick) and helped the student be engaged with other students and the teacher when being at school was not an option. The last item was reimbursement for staff development. We hired Better Lessons to provide instructional coaching to our T2T teachers and new teachers who needed the tools to engaged students during synchronous learning utilizing the district's new technology (16).


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 can utilize the data we have collected this year to demonstrate that we have been in session and we are not seeing further digression in our FastBridge scores. This is directly related to our ability to mitigate and sanitize using the protocols mentioned above as examples. We did see students slide last year according to our data and big gaps in learning from last spring for some students. We know that research shows that our students do better when they can build face-to-face relationships and get the support they need on a daily basis. Our monies were spent to keep our students in the building and mitigate the risk of getting sick or needing to be quarantined due to exposure.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

ESSERII-Application USD 3... (147 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service

delivery will meet the needs of each population.

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

| Volora A. Hanzlicek

Date

| 05/04/2021

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

USD	District Name	Data as of
338	Valley Falls	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
338-1-001	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This was instructional coaching for T2T teachers and new teachers struggling with engaging students in a synchronous virtual setting. We expected our students to be online when in quarantine if they were not sick.	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	65	
338-1-002	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom licenses for staff. Staff were expected to teach synchronous virtually with students when they were in quarantine (not sick). The license provided the teacher with more engagement tools.	\$ 3,420	\$ 3,420	\$ -	\$ -	\$ -	65	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
338-1-003	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Expenditure is for a summer school platform to provide instruction to target the achievement gaps in content understanding in high school students due to the Pandemic. This is the first year for our summer school.	\$ 9,300	\$ 9,300	\$ -	\$ -	\$ -	65	

338-1-004	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The district purchased water bottles, face masks, lanyards, school lunch paper products and bags for a sealing device in the kitchen that provides individual wrapping for food. These were all mitigating strategies.	\$ 15,951	\$ 15,951	\$ -	\$ -	\$ -	65	
338-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfectant, wipes, and chemical for cleaning	\$ 6,588	\$ 6,588	\$ -	\$ -	\$ -	65	



LmawmVwL

USD 361 Chaparral Schools

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 361 Chaparral Schools

Applicant / Mailing Address

124 N Jennings Ave
Anthony, KS 67003

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

Applicant / Email Address of Owner, CEO, or Executive Director | josh@usd361.org

Applicant / Phone Number | 620-842-5183

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) | 48-0697391

Applicant / Website Address (if applicable) | www.usd361.org

Application details

Full District Name	USD 361 Chaparral Schools
District Number	361
Mailing Address Street Address	124 N Jennings Ave
Mailing Address City	Anthony
Mailing Address Zip Code	67003
Authorized Representative of the District Name	Josh Swartz
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	joshs@usd361.org
Authorized Representative of the District Phone Number	+16208425183
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	robynl@usd361.org
Other District Representative 2 Email Address	barbaram@usd361.org

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

Learning loss especially for those students whose homes are without technology and general family support for learning time. This population included students staying with grandparents or extended family, special education students, English language learners, and students in poverty. Of our district enrollment count of 800 students, approximately 50 are English language learners, 160 in poverty and 100 with special education needs.

Social interactions as a result of social media influences. Remote learning isolated students to their homes with the social interactions occurring through social media. Many times the social media interactions influenced the decision making of students, especially 4th to 9th grade, in ways that formed poor decision making processes.

The additional planning for staff impacted learning loss through the duplication of services that were needed. Planning for both Remote (students that were in quarantine) and On-Site learning required created challenges in fully engaging students. The strain from this duplication also impacted the available energy needed by staff to maintain the same quality learning service during non-COVID times. At any given moment throughout the 2020-2021 school year (up to April 9th) there were between 8 and 200 students in quarantine. Remote learning was an option for students as well and this made up about 2% of our student population.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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 primary focus is MTSS Implementation:

Our system is currently in the 2nd year of MTSS implementation with a TASN team. Several key components are being addressed through the additional staff and components related to the submitted plan. Specifically focusing on Tier 1 integrity along with Tier 2 & Tier 3 progress monitoring effectiveness would be the responsibility of one of the additional positions.

The long term impact of increasing the speed of this program being implemented benefits students not just in the next few years, but many years to follow.

Another area is a focus on morale and a progressing culture focused on student learning. The plan includes the proposal of hiring additional guest teachers (substitute teachers) to support the classroom when the regular teacher is away. The additional staff would also be used when available with small groups of students to help with intervention or enrichment work.

The rationale is to use funds to impact the overall system and not just provide support for a few years. Monitoring the staff behaviors that reflect a culture focused on student learning will be part of the impact monitoring throughout the use of the ESSER funding window.

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

Kansas Assessment Program Results, Attendance Rates and Math, Reading and Behavior Universal Screening Results would be the base data points. Additional system metrics would also be monitored for impact to help determine components that remain after ESSER funds are complete.


The adaptive changes will be monitored through our action planning process related to our MTSS Implementation Progress. Our system uses the IMIS survey results (TASN & www.districttools.com) provided from our staff surveys to inform an action planning process.

The culture and climate impact is monitored through a school climate survey and the Kansas Communities that Care survey.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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


XLSX

[361_ChaparralSchools_ESSE... \(601 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of 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 of 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	Josh Swartz
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Date	05/11/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
361	Chaparral Schools	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
361-1-001	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SFY 2021 (\$40,000) replacement of 5th/6th personal technology devices (Chromebooks) & teacher iPad replacement (\$30,000). Remote learning increased the breakage and usage rate of current device inventory.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	80-1000-650-000	
361-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	SFY 2021 (\$60,914) is for 3 floor scrubbers & 3 buffers at all 3 school buildings. This equipment replaces an aging inventory of cleaning equipment. The updated equipment provides more time by the custodial staff in cleaning the additional surfaces required by our cleaning protocol.	\$ 60,914	\$ 60,914	\$ -	\$ -	\$ -	80-2600-610-000	
361-1-003	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Drafting classroom computers that allow for virtual completion of college credit. The need addressed is replacing an inventory that aged ahead of schedule from the additional usage for remote learning.	\$ 9,161	\$ 9,161	\$ -	\$ -	\$ -	80-1000-650-000	

361-1-004	Eligible	Direct Allocation	Support Services (Instructional Staff)	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Additional facilitator role responsible for supporting MTSS protocol implementation, facilitating learning data conversations specifically focusing on behavior, math and reading, and work closely with building teams and existing mental health team to support alignment.	\$ 137,500	\$ 5,500	\$ 66,000	\$ 66,000	\$ -	80-2200-111-000	
361-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Rooftop Unit Replacement [3 units in SFY 2021, 2 units in SFY 2022, and 1 unit in SFY 2023] There are 119 roof top units across all buildings in the district. The updated HVAC equipment addresses needed air quality improvements. These HVAC items are also at the end of their life and updated equipment includes technology enhancements to solve air quality concerns.	\$ 111,000	\$ 81,000	\$ 20,000	\$ 10,000	\$ -	80-2600-710-000	Allowable if CDC guidelines are met

361-1-006	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	2 FTE Guest Teachers @ \$45,000 per teacher. Hiring 2 full time guest teachers (substitutes) matches with research that 85% of the school days have at least 2 guest teachers in the district. The remaining 15% of the time would be used to support classroom enrichment/intervention work. Learning loss occurs when the regular teach is not in the classroom with this solution reducing the stress and strain on struggling learners.	\$ 129,167	\$ 5,167	\$ 62,000	\$ 62,000	\$ -	80-1000-111-000	
361-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Additional intervention materials for classroom instruction that would benefit both math, reading, behavior and additional content areas. These resources would be specifically used for Tier 2 & Tier 3 interventions.	\$ 43,633	\$ 14,544	\$ 14,544	\$ 14,545	\$ -	80-1000-610-000	Per narrative, Learning loss especially for those students whose homes are without technology and general family support for learning time. This population included students staying with grandparents or extended family, special education students, English language learners, and students in poverty. Of our district enrollment count of 800 students, approximately 50 are English language learners, 160 in poverty and 100 with special education needs. The additional planning for staff impacted learning loss through the duplication of services that were needed. Planning for both Remote (students that were in quarantine) and On Site learning required created challenges in fully engaging students.

361-1-008	Eligible	Direct Allocation	Central Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology integration support in order to best utilize technology purchased to support student learning. The integration of purchased technology is only as strong as the skill set of the staff using the technology. This role improves the effectiveness of the purchased technology and web-based instructional tools.	\$ 125,000	\$ 5,000	\$ 60,000	\$ 60,000	\$ -	80-2500-111-000	Per applicant, The tech integration support role impacts learning loss by supporting the classroom teacher in guidance and coaching to best use the technology while at the same time implementing the MTSS model. This role also supports families in using technology while away from school. Low income families benefit from this support.
361-1-009	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	1D. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.	Rural Universal Services (RUS) Grant thorough a partnership with ESSDACK. The purpose of the grant is to provide a virtual learning opportunity that isn't possible through the barriers because of COVID protocol.	\$ 14,700	\$ 14,700	\$ -	\$ -	\$ -	80-1000-650-000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

363_Holcomb_ESSER II Plan_0429



ezkDdzLZ

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 363
Applicant / Mailing Address	
	PO Box 8 Holcomb, Ks 67851
Applicant / First and Last Name of Owner, CEO, or Executive Director	Michael Davis, Business Manager
Applicant / Email Address of Owner, CEO, or Executive Director	mike.davis@usd363.com
Applicant / Phone Number	620-277-2629

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)	48-6010502
Applicant / Website Address (if applicable)	usd363.com
Fiscal Agent / Name (if applicable)	Michael Davis
Fiscal Agent / Email (if applicable)	mike.davis@usd363.com

Fiscal Agent / Mailing Address (if applicable)

PO BOX 8
Holcomb, KS 67851

Application details

Full District Name	Holcomb Consolidated Schools
District Number	363
Mailing Address Street Address	PO Box 8
Mailing Address City	Holcomb
Mailing Address Zip Code	67851
Authorized Representative of the District Name	Dr Scott Myers
Authorized Representative of the District Position or Title	Superintendent of Schools
Authorized Representative of the District Email Address	scott.myers@usd363.com
Authorized Representative of the District Phone Number	+16202772629
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mike.davis@usd363.com
Other District Representative 2 Email Address	robin.witzke@usd363.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.

As expected, the pandemic has certainly taken its toll on our educational community here in Holcomb. While we were able to stay in school throughout the entire school year, this was not easily achieved. Toward that end, we implemented a variety of new safety-related protocols which included a District-Created Pandemic Plan that included details regarding social distancing, the wearing of masks and enhanced cleaning protocols.

While what we did was necessary and successful, this new way of doing things impacted our students both academically and emotionally. School SHOULD be a place of joy and wonderment, but when everyone is wearing a mask and is separated by physical barriers, it simply puts distance between people. And, we noticed throughout the year our students (and adults for

that matter) have been emotionally accelerated. This has been documented through strategies found within our District Trauma Approach. One strategy within that approach is for students to provide their relative Zone of Regulation when entering the school each day. The data we gathered shows our students registered “Blue” (sad) or “Red” (angry) much more often than in the past.

While we had and still have strategies in place to deal with accelerated students, the sheer truth is this sort of emotional state negatively impacts the learning environment. Thus, we have noticed a learning loss throughout all grades within the district. To address this, we are expanding our summer school offering to be far more inclusive of students who simply need extra learning opportunities.

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

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

We have dedicated our ESSER I funding to pay the salaries and associated employer costs for the dedicated Remote Teacher and the four Homebound Instructional Liaisons (HILs) we brought on board this year. These five individuals kept up consistent communication with our Remote Students and with those students who had to stay at home while under orders to quarantine. The successes we enjoyed with our Remote Students this year ONLY took place due to the good, hard work of these five people. I cannot imagine the struggles we would have faced if we did not have these dedicated individuals.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their

classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

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

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

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

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

We FULLY respect that education is a PEOPLE business, knowing we are only as good as our people. So, we are investing the VAST majority of our ESSER II funds on people to provide extended learning opportunities for our students and for meeting their socio-emotional needs.

First, we are expanding our Summer School experience, fully expecting to have more students involved with this opportunity. Students who have suffered learning loss are being invited to attend this expanded event; happily we are getting very positive responses from the parents of our students. To provide for our students, we will open individual grade sections K-5, with the possibility of opening extra sections if the numbers of students enrolled warrant it. Toward that end, we plan to keep the class sizes to no more than ten students per section. Each section will have a dedicated teacher and para professional. At the secondary level, we plan to continue with our longstanding "credit recovery" approach to summer school. We expect we will have ample numbers of students to bring on one middle school teacher and two high school teachers to facilitate the learning taking place.

Next year, we plan on bringing back our Remote Teacher to work with those families who chose to have their student(s) attend school remotely. Also, we will bring back the four Homebound Instructional Liaisons we employed this year to coordinate efforts between the families and the school. We also plan to bring on a District Student Advocate. This person will work intently with At-Risk students and with those who are accelerated due to life tensions. Lastly, so as to help with the volume of accelerated students at the K-5 level, we plan to bring on three elementary paraprofessionals to work with students in small groups, expanding our MTSS efforts.

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


We will keep careful data regarding student academic achievement throughout the year. As a part of our normal progress monitoring, we check how students are progressing three times a year, making course corrections as needed. We will continue with this, analyzing how the students are doing, keeping careful note of the students who attended summer school. Also, we will continue with our tracking of the Zones of Regulation self-identifications our students report and the use of the Peace Corners we maintain throughout the various levels of the district. Along with this, we will also track office/counselor referral data.

Our newly created position – the District Student Advocate – will join the various School Intervention Teams and will play a pivotal part in the tracking of all of this data, working in concert with the principals and the school counselors to address needs as they arise.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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

XLSX

[363_Holcomb_ESSER II Plan... \(157 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
 - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
- (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Dr. Scott Myers
Date	04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
363	Holcomb	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
363-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Due to learning loss associated with COVID, we are expanding our Summer School this year. It will take place for three weeks in June. We anticipate having over 150 students taking part in this learning event. To serve the students, we plan to bring on eleven teachers and three paraprofessionals. This experiential learning event will home in on individual student academic needs as determined through progress monitoring.	\$ 19,800	\$ 19,800	\$ -	\$ -	\$ -	34323	
363-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	With the expansion of our Summer School, it is necessary to bring on paraprofessional support to help meet the needs of the students. We plan on having three paras working throughout Summer School.	\$ 2,633	\$ 2,633	\$ -	\$ -	\$ -	34321	
363-1-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	These are associated employment costs for operating the Summer School.	\$ 1,716	\$ 1,716	\$ -	\$ -	\$ -	34331	
363-1-004	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	These are associated employment costs for operating the Summer School.	\$ 22	\$ 22	\$ -	\$ -	\$ -	34341	
363-1-005	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	These monies are to be used to provide instructional materials to be used during Summer School.	\$ 800	\$ 800	\$ -	\$ -	\$ -	34301	

363-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and providing educational services	Due to COVID, we will have families that choose to use Remote Learning next year. Many of our families chose this option this past year, so we need to bring back our dedicated Remote Teacher. Along with working with our remote students, this teacher will also coordinate efforts between the families and the schools as students go in and out of quarantine	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	34323	
363-1-007	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	With the onset of COVID, MANY of our students experienced increased angst and anxiety. To help address this, we plan to bring on additional personnel to help the students with their schooling and to help them regulate if/when they are emotionally accelerated. Our plan is to hire a Student Advocate, four Homebound Instructional Liaisons and three fulltime paraprofessionals. The Student Advocate will work intently with At-Risk students on a daily basis. This person will become that trusted adult mentor for struggling students, particularly at the secondary level. Along with helping with academic work, this person will be that rock for these students, helping them through their struggles. He or she will work closely with the school counselors to coordinate efforts. The Homebound Instructional Liaisons will work with the Remote Teacher to coordinate school business between the Remote Students and the district. The work these people completed this past year is a KEY reason our Remote Students experienced success this past year. The additional paraprofessionals will allow us to serve individual students' needs better, particularly at the elementary level through our MTSS program. These approaches will have a positive impact on academic achievement, which, in turn, will have a positive impact on the emotional wellbeing of the students.	\$ 196,000	\$ -	\$ 196,000	\$ -	\$ -	34321	

363-1-008	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	These are associated employment costs for bringing on additional people to serve the needs of our students	\$ 18,207	\$ -	\$ 18,207	\$ -	\$ -	34331	
363-1-009	Eligible	Direct Allocation	Instruction	Unemployment Compensation	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	These are associated employment costs for bringing on additional people to serve the needs of our students	\$ 238	\$ -	\$ 238	\$ -	\$ -	34341	
363-1-010	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	These are associated employment costs for bringing on additional people to serve the needs of our students. This pays for the insurance of these employees.	\$ 66,744	\$ -	\$ 66,744	\$ -	\$ -	34326	



rOqzpxLI

364_Marysville_ESSER II Plan_0504

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 | Marysville USD 364

Applicant / Mailing Address

| 211 South 10th
Marysville, KS 66508

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jody Bruna

Applicant / Email Address of Owner, CEO, or Executive Director | jbruna@usd364.org

Applicant / Phone Number | 785-562-5308

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) | 480720068

Applicant / Website Address (if applicable) | www.usd364.org

Fiscal Agent / Name (if applicable) | Jody Bruna

Fiscal Agent / Email (if applicable) | jbruna@usd364.org

Fiscal Agent / Mailing Address (if applicable)

211 South 10th
Marysville, KS 66508

Application details

Full District Name	Marysville USD #364
District Number	364
Mailing Address Street Address	211 South 10th
Mailing Address City	Marysville
Mailing Address Zip Code	66508
Authorized Representative of the District Name	Jody Bruna
Authorized Representative of the District Position or Title	Clerk
Authorized Representative of the District Email Address	jbruna@usd364.org
Authorized Representative of the District Phone Number	+17855625308
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mcouch@usd364.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Although USD 364 Marysville Schools responded to the pandemic with immediate alternative pathways to learning when Covid 19 hit our state last March, we still find ourselves in a situation where learning loss did occur across the district. Beyond this learning loss, there has been some serious concerns with the social emotional needs of our students. These social emotional concerns and academic concerns cross all demographics. Although not in our county and they can't be tied directly to Covid-19, two middle school aged children took their lives this school year. This heightened our focus on social emotional needs even more. We have reached out to Communities in Schools to allow a CIS coordinator to work between our counseling staff and the homes of our families. Academic focus will be given to all students, however a concentrated effort will be to our at-risk students. Approximately 40% of our PK-12 800 students fall in this category. MTSS/PBIS focus will be more concentrated upon by adding an additional staff member who will use Fastbridge and other data sources to identify and track needs and student growth.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The district has used all ESSER I funds but has remaining ESSER I SPED funds available. We plan to use these funds for technology to assist in remote learning when needed, as well as, social and emotional support but not limited to curriculum.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will pay any temp takers, extra substitutes/paras and custodians. Funds will be used for 2021 and 2022 Summer School Program. We will be using funds to cover costs for all contracted employees whose schedules were adjusted to eliminate congregating of students prior to the school day and to allow for Covid 19 planning. This adjustment to schedule required teachers to report to duty prior to their negotiated agreement time to greet students and begin working on academic loss prior to the school day starting. Students arrive as early as 7:30 to public schools, and this step was needed to recapture learning loss and to prevent unsupervised gathering of students prior to the school day. An additional focus on MTSS and PBIS growth will be given through the utilization of a supervisor of those programs who will utilize data from Fastbridge and other sources to design instructional pathways for students and analyze progress of the students and the program. An additional .75 FTE will be budgeted for classroom and after school assistance of our At-Risk kids. Communities in Schools will be tapped to assist our counselors in meeting the needs of families and students. Additional Professional development with a focus in mathematics and reading will be provided. Allocations will be directed to improve attendance of our students whose success suffers from chronic absenteeism. Nursing and central office staff duties outside of contracted time were essential for our district who could not secure support for these positions. Therefore, much of these duties were completed after hours. Licenses to research based programs such as Read Live and Dreambox will be purchased which will be utilized by teachers and program coordinators as we seek to regain losses of learning.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

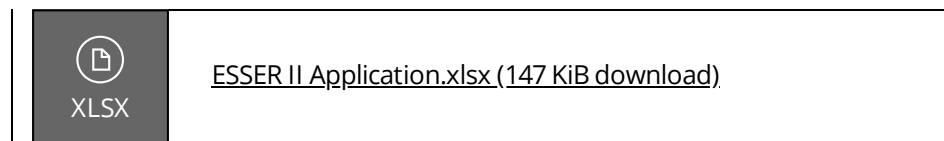
The district will refer to our local assessments, Fastbridge results, MAP results, and state assessments in our K-12 buildings. The same social emotional screeners used this year will be utilized to over the next few years to track the social emotional growth of our student body.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 of 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	Jody A. Bruna
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Date	05/04/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
364	Marysville	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
364-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher/Para support staff for summer school to address learning loss as a result of COVID 19. We will be working with approximately 100 students K-12 working on academic deficiencies. This will require 12 certified staff.	\$ 90,388	\$ 45,194	\$ 45,194	\$ -	\$ -	07-1000-110-00	
364-1-002	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified support staff for summer school to address learning loss as a result of COVID 19. We will be working with approximately 100 students K-12 working on academic deficiencies. This will require 4 certified staff. Support Staff--custodial, counselor, secretary, nurse	\$ 14,300	\$ 7,150	\$ 7,150	\$ -	\$ -	07-1000-121-00	
364-1-003	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	07-1000-610-00	Per email clarification from district, supplies were materials for summer school hands-on learning opportunities based in problem solving for students in grades K-12.

364-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teachers worked beyond contract time due increased lesson prep time from students learning in a hybrid model, and from students reporting to earlier to the classroom in order to prevent student gathering before school for Covid-19 mitigation. This estimated lost lesson prep time of 15 minutes was made up beyond our teachers' contracted time at an extra cost to the district.	\$ 139,400	\$ 139,400	\$ -	\$ -	\$ -	07-1000-110-00	
364-1-005	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	All administrators were expected to attend and participate in Covid-19 mitigation planning and ongoing efforts for teacher support to address learning loss beyond their normal contracted duties. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 15 minutes per day.	\$ 11,000	\$ 11,000	\$ -	\$ -	\$ -	07-2410-111-00	
364-1-006	Eligible	Direct Allocation	Office of the Superintendent Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend for fiscal accounting and reporting of ESSER II funds for the district. Board Clerk/Deputy Clerk/Treasurer	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	07-2321-121-00	

364-1-007	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	District nurse attended and participated in Covid-19 mitigation planning and ongoing efforts for teacher support to address COVID 19 mitigation and communicated with the health department and teachers related to quarantines and the need for hybrid/remote learning. The estimated additional time above and beyond their normal contracted duties due to Covid-19 is estimated to be 30 minutes per evening.	\$ 2,975	\$ 2,975	\$ -	\$ -	\$ -	07-2100-111-00	
364-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Read Naturally Live Licenses to address reading learning losses for grades 7-12 related to Covid-19 quarantines and exposures.	\$ 3,450	\$ -	\$ 3,450	\$ -	\$ -	07-1000-610-00	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
364-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Academic Programs for At-Risk students to address learning loss because of disrupted instruction due to Covid-19 in grades K-12.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	07-1000-110-00	

364-1-010	Eligible	Direct Allocation	Support Services (Students)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Social Emotional supports and integrative curriculum for counseling staff to address mental health concerns and social emotional loss due to Covid-19.	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	07-2100-300-00	
364-1-011	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	10. Providing mental health services and supports	Social Emotional student mental health events.	\$ 6,000	\$ -	\$ 3,000	\$ 3,000	\$ -	07-2100-610-00	
364-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Chronic Absenteeism Attendance Support and Resources to address chronically absent students who fall in the bottom 10% of all academic achievers to assist support staff in locating and reengaging students.	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	07-1000-610-00	
364-1-013	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a district MTSS/PBIS position which will ensure effective coordination of district efforts to address learning loss and student support strategies, including teacher coaching. This position will serve students with the greatest learning loss and at-risk behaviors in the district.	\$ 59,000	\$ -	\$ 59,000	\$ -	\$ -	07-2410-111-00	

364-1-014	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Pathways Training/PD to assist teachers in increasing student skills to better address the bottom 20% of academic achievers and specifically students with Covid-19 based learning loss.	\$ 9,120	\$ -	\$ 4,800	\$ 4,320	\$ -	07-1000-110-00	
364-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Read Naturally Live-Dreambox to assist teachers in increasing student skills to better address the bottom 20% of academic achievers and specifically students with Covid-19 based learning loss.	\$ 42,440	\$ -	\$ 21,220	\$ 21,220	\$ -	07-1000-610-00	
364-1-016	Eligible	Direct Allocation	Instructional Staff Training Services	Other Professional Educational Services	12. Addressing learning loss among students, including vulnerable populations	Mathematics consultant, Melissa Fast, to offer professional development to USD 364 K-12 teachers to address learning loss identified in mathematics due to Covid-19 educational disruptions.	\$ 5,000	\$ 1,000	\$ 4,000	\$ -	\$ -	07-2213-329-00	
364-1-017	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a .75 FTE Junior High Interventionist to address learning loss of students related to Covid-19. This new position will focus on students identified through Fastbridge as most in need of remediation due to Covid-19 based learning loss.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	07-1000-110-00	

364-1-018	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	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	Communities in School intervention to specifically address additional hardships, job losses, and child care needs for students and families related to Covid-19. USD 364 At-Risk population will be the primary focus.	\$ 20,000	\$ -	\$ -	\$ 10,000	\$ 10,000	07-1000-890-15	
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GJewnBrv

366_Woodson School

District 366_ESSER II

Plan_0426

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	Woodson School District 366
Applicant / Mailing Address	101 W Butler, PO Box 160 Yates Center, KS 66783
Applicant / First and Last Name of Owner, CEO, or Executive Director	Steve Pegram
Applicant / Email Address of Owner, CEO, or Executive Director	spegam@usd366.net
Applicant / Phone Number	6206258804

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	Woodson School District 366
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District Number	366
Mailing Address Street Address	101 W Butler, PO Box 160
Mailing Address City	Yates Center
Mailing Address Zip Code	66783
Authorized Representative of the District Name	Glenda Howard
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	ghoward@usd366.net
Authorized Representative of the District Phone Number	+16206258804
Would you like to add additional district representatives to the application?	Yes
Other District Representative 1 Email Address	spegram@usd366.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The primary use of ESSER II funds is in technology, mental health, consortiums providing social-emotional and instructional supports. Items to enhance our depth of cleaning and software to provide for and ensure continued use of the same products to collect our district data while promoting social distancing in closed areas. As a school district that is experiencing continued declining enrollment and the loss of free lunch applications due to the USDA feeding program, the district has taken steps to ensure that the programs needed for our students and staff are still available. If it were not for ESSER II funding, many of the school district's programs that promote social, emotional, and student/teacher learning would probably need to be dropped. Knowing that there is another round of funding through ESSER III, many items we listed are items we need to get ordered as soon as possible. Esser III will address afterschool programming, curriculum improvement, and enhanced summer school programming. Not knowing what would or wouldn't be allowed, the district is patiently waiting for approval before placing these orders.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district proposes to address the sanitation of the school through purchasing equipment to provide for social distancing and enhanced cleanliness. The district will also address student learning loss with supplemental software programs to help students make up for what they lost due to school closures. Other software requested will allow the district to make sure students are regaining what they lost during closure by providing standardized data to be evaluated and used by the teaching staff. The extension of summer school in days and time will help address some learning loss that has occurred. In the area of social-emotional, the district will target a variety of different strategies, such as mentoring, student surveys, and implementing social-emotional programming and classes. To help the teaching staff, who also was affected due to the school closing, professional development and services will be available for improved classroom instruction, implementation of social-emotional programs, and personalized opportunities for social-emotional support.

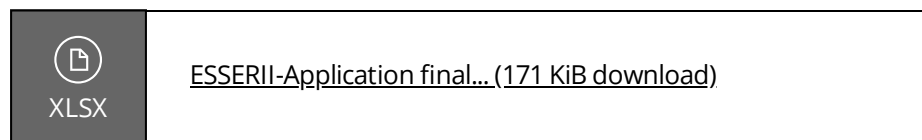
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Students and staff will be surveyed as to how school is going for them, along with how they are doing in the social-emotional aspect of their lives. Using baseline data, the district will attempt to identify areas to address for both students and staff. The district will also determine the effectiveness of expenditures based on school attendance from the 2021 school year. If the cleanliness of the buildings is enhanced, one would assume that attendance should improve. Using baseline data from 2021, the district will review where students are during the 2022 school year in comparison to the prior school year. This information will be continually updated yearly. The district also plans to survey both students and staff as to their perceptions of how well things are going in the district with the additional supports that have been provided.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

| Glenda Howard

Date

| 04/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
366	Woodson	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
366-1-001	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	PK Frog Street English Curriculum-We are moving to this resource the PK teachers know will help more students at the PK level. It has become the leading resource used in our cooperative and other school districts in the area.	\$ 3,294	\$ 3,294	\$ -	\$ -	\$ -	7	
366-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfectant/cleaner sup-General supplies to ensure quality cleaning and sanitizing throughout the school district.	\$ 1,053	\$ 1,053	\$ -	\$ -	\$ -	7	
366-1-003	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebook chargers-Actual expense of providing replacement chargers to maintain student connectivity both in school and remote learning.	\$ 230	\$ 230	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-004	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Summer School Books-Books to be used in conjunction with summer school-Summer School Materials.	\$ 96	\$ 96	\$ -	\$ -	\$ -	7	

366-1-005	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Server Tower-To update and enhance the district connectivity to provide internet and software services. Actual partial costs.	\$ 1,397	\$ 1,397	\$ -	\$ -	\$ -	7	REVISED: Amended Total Expenditure per applicant request (From \$860.17 to \$1,397.17)
366-1-006	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Bus Barn Disinfectant- Sanitation supplies used to maintain the sanitation of district buses. Actual Expense.	\$ 306	\$ 306	\$ -	\$ -	\$ -	7	
366-1-007	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lux Power Mobile AC and USB Charging Tower-Used in the high school math classroom to allow students the opportunity to keep devices charged during the class and day. Actual Expense.	\$ 263	\$ 263	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19: Applicant responded via email: To address learning loss by ensuring that students have the resources available to keep their technology devices operational to actively participate, work online, and complete assignments while at school. If devices don't operate students can't work in the classroom through programs purchased to address learning loss. Actual Expense

366-1-008	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lightning to VGA Adapter- 1st gr-Allows the teacher to connect the iPad to the projector for all students to see. Actual Expense.	\$ 60	\$ 60	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: To address learning losses and remote learning due to possible covid or covid exposure. This device allows the teacher to connect the iPad to the projector for all students to see, allowing for more focused learning in the classroom and allowing students working remotely to interact with the same screen the students in the class are using. Purchased technology as an alternative activity due to covid for social distancing. Actual Expense Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-009	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Headphones/Aux Cables PK-8 - 600 headphones and additional cables to provide all students equipment to work independently and without interruption while working on district software.	\$ 8,991	\$ 8,991	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19 and justification for exceeding student enrollment; Applicant responded via email: Will purchase exact enrollment number to allow students to use individual headphones to help attempt to stop the spread of covid due to the sharing of devices.
366-1-010	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Happy Numbers Site-Wide License PK-5 -New software to address recognized learning loss in the area of mathematics at the elementary level.	\$ 2,175	\$ 2,175	\$ -	\$ -	\$ -	7	

366-1-011	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Fastbridge Assessment 3 Years-Three-year contract to ensure the district uses the same assessment tool through the pandemic and KESA periods to monitor student learning, meet dyslexia requirements. With declining enrollment and the potential loss of at-risk weighting, this purchase would assure that the district would have this program to provide consistent data.	\$ 16,289	\$ 16,289	\$ -	\$ -	\$ -	7	REVISED: Amended Total Expenditure per applicant request (From \$12,038.25 to \$16,289)
366-1-012	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	IXL site license K-12-3 years- Three-year contract ensures the district uses the same assessment tool through the pandemic and KESA periods to measure student learning and monitor student growth. With declining enrollment and the potential loss of at-risk weighting, this purchase would assure that the district would have this program to provide consistent data.	\$ 22,242	\$ 22,242	\$ -	\$ -	\$ -	7	

366-1-013	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Lexia Subscription-2 yr-Two-year contract to ensures the district uses the same assessment tool through the pandemic and KESA process to measure student learning. With declining enrollment and the potential loss of at-risk weighting, this purchase would assure that the district would have this program to provide consistent data to analyze.	\$ 15,385	\$ 15,385	\$ -	\$ -	\$ -	7	
366-1-014	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Music Curriculum-Software, Elementary music software that incorporates reading and math skills to enhance student learning.	\$ 175	\$ 175	\$ -	\$ -	\$ -	7	
366-1-015	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Scrubber-To enhance a better cleaning in the district. This equipment is a smaller scrubber to get into tight areas of the elementary building to improve the cleaning process.	\$ 2,686	\$ 2,686	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: To sanitize areas of the building, ususally in high traffic areas, to prevent the spread of covid by providing a deeper cleaning of those areas.

366-1-016	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Restroom Cleaning System-2-Two units, one for the HS and one for the Elementary. These will provide better and deeper cleaning of the building restrooms and expedite the cleaning process to allow additional cleaning and sanitizing elsewhere.	\$ 6,075	\$ 6,075	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: Allows for a better and more thorough deeper sanitization process of bathroom areas to prevent the spread of covid by cleaning more of the hard-to-reach areas of these rooms
366-1-017	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Scrubber/Extractor-2- One for each building in the district. This equipment will be used daily to clean and extract the water in the cafeterias of the district. At this time, the district does not have this type of quipment, and it is evident. This equipment will enhance the cleaning process by providing a better cleaning.	\$ 15,359	\$ 15,359	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: This equipment will be used daily to clean and extract cleaning solutions in the daily operations of the food service programs to provide for a better sanitization system to help prevent the spread of covid.
366-1-018	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Lotus Pro High Cap Unit/Stabilizer-cleaning chemical using water-2-One for each building. The district will be moving away from the use of chemicals as it moves through the pandemic. The devices ionize water to provide for a better cleaning of surfaces and floors. These devices will allow the district to reduce futrure chemical costs and provide for a better cleaning system.	\$ 13,290	\$ 13,290	\$ -	\$ -	\$ -	7	Provide more information how this relates to COVID-19; Applicant responded via email: The district will be moving away from the use of chemicals and to an ionization system that kills the covid virus at a more effective rate than most chemical solutions, thus a better sanitization system.

366-1-019	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	Cafeteria Tables/Stools- Tables - 10 HS and 6 Elementary. The district will move to long tables with students sitting on one side instead of facing one another. These tables replace round tables at the high school and provide additional tables at the elementary/MS. This process will provide for social distancing during the lunch period.	\$ 30,900	\$ 30,900	\$ -	\$ -	\$ -	7	
366-1-020	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Hand Sanitizer/Dispensers- Equipment to provide for hands free hand sanitation.	\$ 4,021	\$ 4,021	\$ -	\$ -	\$ -	7	
366-1-021	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	PowerSchool-Enrollment Express-The district will use this program to provide online enrollment to promote social distancing. Enrollment will be encouraged to be completed online. All information, forms, and payment will be able to be made online.	\$ 8,600	\$ 8,600	\$ -	\$ -	\$ -	7	
366-1-022	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Specialized Learning Service- GB Social/Emotional program for district students. This program will provide support for students and work with teachers to provide for our students' social/emotional needs.	\$ 3,600	\$ 3,600	\$ -	\$ -	\$ -	7	

366-1-023	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	EAP-GB is an employee resource to address social/emotional issues that staff may be having. Staff members can call at any time to get advice, talk, or just vent with a professional in the area of social/emotional issues.	\$ 4,682	\$ 4,682	\$ -	\$ -	\$ -	7	
366-1-024	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and providing educational services consistent with applicable requirements	EDTECH Academy-GB- Planning & Implementing Activities. Greenbush support to provide remote learning and training for students who may be quarantines with COVID.	\$ 600	\$ 600	\$ -	\$ -	\$ -	7	
366-1-025	Eligible	Direct Allocation	Support Services (Students)	PURCHASE D PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	Parents as Teachers-GB-To provide parents with the additional support they might need to address early learning in the preparation of preschool.	\$ 8,800	\$ 8,800	\$ -	\$ -	\$ -	7	

366-1-026	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIO NAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and providing educational services consistent with applicable requirements	School Improvement Services-GB-provides teachers with the resources to improve delivery of instructional content to provide and improve intruction in all facets of educational delivery that addresses learning loss and remote learning.	\$ 7,702	\$ 7,702	\$ -	\$ -	\$ -	7	
366-1-027	Eligible	Direct Allocation	Executive Administration Services	PURCHASE D PROFESSIO NAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services support through Greenbush provides administrators with resources, materials, support, and forums to discuss, address, and respond to issues concerning the impact of the COVID-19 pandemic on students, staff, and the school community.	\$ 1,350	\$ 1,350	\$ -	\$ -	\$ -	7	
366-1-028	Eligible	Direct Allocation	Instruction	PURCHASE D PROFESSIO NAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Crisis Prevention & Response-GB-To have resources available to the school district to address potential student/staff issues relating to COVID in the area of social-emotional and crisis support.	\$ 2,100	\$ 2,100	\$ -	\$ -	\$ -	7	

366-1-029	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Environmental Compliance Consortium-GB-Resource provides a professional response to issues involving COVID, such as cleaning, health issues, and pandemic response.	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	7	
366-1-030	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush membership provides planning & implementing activities for remote learning, supporting possible long-term closure in food service, special education, possible professional developemnt, etc.	\$ 5,750	\$ 5,750	\$ -	\$ -	\$ -	7	

366-1-031	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	To evaluate and address the impact of learning delays or loss in the areas of reading and literacy due to the COVID-19 pandemic. A Specialist in Literacy and Instruction will work closely with teachers and administrators to observe, evaluate, plan, and assist in preparing targeted instruction and lessons for teachers to use with students to mitigate identified losses or delays in these critical areas.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	7	
366-1-032	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The Character Tree Subscriptions K-1 Classroom material suited to the K-1 level addressing social/emotional issues.	\$ 216	\$ 216	\$ -	\$ -	\$ -	7	
366-1-033	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Provide instructional support for Spanish learning students in possible remote learning situations due to quarantine or COVID.	\$ 7,797	\$ 7,797	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

366-1-034	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodial Salary-Extra Covid- Actual costs incurred for the additional custodian to address COVID. This was their final payment due to resignation from the district.	\$ 1,284	\$ 1,284	\$ -	\$ -	\$ -	7	
366-1-035	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodial Salary-Extra Covid- Estimated salary to June 30, 2021, for replacement custodian to address COVID.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	7	
366-1-036	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodial Salary-Extra Covid Cleaning Support-Estimated salaries of two additional COVID custodians for the 2022 school year.	\$ 52,845	\$ -	\$ 52,845	\$ -	\$ -	7	

366-1-037	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Covid Substitute Reimbursement-actual costs for substitutes for employees who were quarantined due to COVID or contracted COVID.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	7	
366-1-038	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Classroom lunch coverage eating in the classrooms (2021)-Actual cost incurred to provide social distancing at lunch. Due to room arrangements, one teacher covered two classrooms during the lunch period and was compensated at the negotiated agreement rate.	\$ 3,578	\$ 3,578	\$ -	\$ -	\$ -	7	
366-1-039	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Covid Substitute Reimbursement-Actual costs for substitutes to cover for quarantined employees due to COVID or contracted COVID.	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	7	

366-1-040	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	To address and enhance social and emotional support, instruction, and programming for students altered and impacted by the COVID-19 pandemic. We will focus on skills within our students through an intentional leadership-centered program. Themes of perseverance, compromise, hope, grit, determination, and trust will be discussed and addressed.	\$ 950	\$ 950	\$ -	\$ -	\$ -	7	
366-1-041	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	Social Distancing-The district is replacing furniture in four classrooms, moving from tables, and moving to individual student desks for more classroom student separation.	\$ 19,780	\$ 19,780	\$ -	\$ -	\$ -	7	REVISED: Amended Total Expenditure per applicant request (From \$12,616 to \$19,780)

366-1-042	Eligible	Direct Allocation	Food Service Operations	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Food Service-Sealing Machine-To be used in the summer and school year feeding program to provide packaged individual servings.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	7	
366-1-043	Eligible	Direct Allocation	Food Service Operations	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Food Service-Hands Free Stations-to allow students to sanitize hands, before and after meals, without touching the cleaning devices.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	7	
366-1-044	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Food Service-Paper Supply-Address the additional cost and use of paper products that can be disposed of and allow meals to be eaten in the classrooms, primarily breakfast. Should there be a COVID flare-up, students would eat in the classrooms using paper products as well.	\$ 23,079	\$ 23,079	\$ -	\$ -	\$ -	7	

366-1-045	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebook chargers-To address the bizarre disappearance of chargers that tends to happen throughout the school year. Additional Chromebook chargers will allow students to have access to Chromebooks still when their charger disappears.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	7	Applicant responded via email: To address learning loss by ensuring that students have the resources available to keep their technology devices operational to actively participate, work online, and complete assignments while at school or through remote learning should students be quarantined or become infected with the covid virus. If devices don't operate students can't work in the classroom or at home through programs purchased to address learning loss. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-046	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Speakers-Social Distancing-The district has moved graduation outside rather than have the ceremony in the gymnasium. Additional speakers are needed to support this move to allow for social distancing.	\$ 600	\$ 600	\$ -	\$ -	\$ -	7	

366-1-047	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	District Zoom Licenses - To provide teachers with the tools to provide student learning while students are being quarantined (remote learning). Zoom is also used to provide outside classroom presentations without having the guests come into the school and provide district professional development and distance meetings.	\$ 3,400	\$ 3,400	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-048	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Document Cameras-To be used in conjunction with any outside the building student learning (remote) should the situation warrant.	\$ 4,022	\$ 4,022	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
366-1-049	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lamp Words for Life-Motor Learning-Bases AAC-To address learning loss/LAMP Words for Life is structured to enable early success and allow the client's vocabulary and communication skills to grow in a way that doesn't require re-learning along the way.	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	

366-1-050	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2021 Summer School includes a two-week session the last week of July and the first week of August. Six teachers, two paraeducators, an additional one hour each day have been added, along with student field trips and transportation to and from summer school added.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	7	
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380_Vermillion_ESSER II Plan_0415

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 380 Vermillion Unified Schools
Applicant / Mailing Address	209 School Street Vermillion KS 66544
Applicant / First and Last Name of Owner, CEO, or Executive Director	Matt Rogers
Applicant / Email Address of Owner, CEO, or Executive Director	rogersm@usd380.com
Applicant / Phone Number	7853826216

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	Vermillion Unified Schools
District Number	380

Mailing Address Street Address	209 School Street
Mailing Address City	Vermillion
Mailing Address Zip Code	66544
Authorized Representative of the District Name	Matt Rogers
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rogersm@usd380.com
Authorized Representative of the District Phone Number	+17852836216
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid 19 required our district to purchase more cleaning supplies than we ever have. We brought our Reopening Team in off contract to help develop our plan for opening the schools. With everyone in masks, we are focusing on social emotional issues. We are purchasing Social Emotional curriculum for all of the staff to make sure we are addressing this need. We had to hire extra staff such as health aides to make sure we had sufficient health coverage in all of our buildings. The district purchased extra software programs to help with remote learning and remote teaching. (i.e. - IXL, Kami, Quaver, Zoom, Chromebook Chargers) and provide training for these programs. We also hired a Remote Learning Coordinator. Through our use of Aimsweb, we noticed that there were more students who fell into tier 2 and 3 on our MTSS model. We hired some extra part time staff to help with the extra numbers in MTSS. We will hire some more staff if needed to provide MTSS services to the high school grades if possible.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will continue to draw it down for expenses such as paying the extra salaries we have acquired. There is only enough for the remainder of the school year. We are waiting for our Co-Op to tell us when to draw down the SPED funds.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will hire a Community Liaison who will help families in need. The liaison will allow us to help our families who need extra help due to the loss of wages due to Covid, or help with mental health issues, provide access to counseling, and any other needs the family may have. We will be purchasing SEL curriculum. (Too Good, School Connect). We are bringing in a speaker to talk about the social aspects of social media. We are hiring 2 part time paras to provide MTSS math to the high school grades. We will purchase a laptop computer for use in our MTSS program. We will be hiring two med aids at our early childhood building and be paying our nurses for hours in excess of the contracted 20 hours per week. We want to have a nurse or med aide in our buildings full time. We will purchase Fastbridge to help measure our students success. In year 2 we will be hiring District MTSS coordinators to help us close the learning gaps that the pandemic caused.

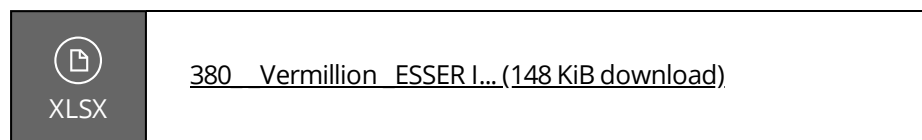
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will take their Fastbridge scores and checking to see if the extra support in MTSS is paying dividends and helping to close the gap created by Covid. We constantly survey students about how they are doing and feeling. We will use our SEL curriculum to gauge how our students are responding to the increase in social, emotional learning.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.

- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Matt L. Rogers

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
380	Vermillion	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
380-1-001	Eligible	Direct Allocation	OPERATION OF NON-INSTRUCTION SERVICES	OTHER PURCHASED 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	Community Liaison	\$ 32,112	\$ -	\$ 32,112	\$ -	\$ -	3000-500	Provide more information how this position relates to COVID-19; Applicant responded via email (5/17/21): The Liaison has a converted bus that is stocked full of clothes, diapers, personal hygiene products, and informational materials that can help our families get through the difficult time the pandemic has caused. The liaison can provide money to families to pay bills and medical expenses. She also has connections with mental health agencies that are vital to our families right now. We recently had a suicide of a student in our district and the liaison was a good go between for our schools and the family. She is vital as she will be working with our social worker to be another layer of support for our families and students. Per applicant, the expense listed reflects the liaison's salary.
380-1-002	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	Social-Emotional Curriculum (Too Good, School-Connect)	\$ 17,599	\$ 17,599	\$ -	\$ -	\$ -	2000-600	
380-1-003	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Two Half-Time Paras (MTSS - salaries)	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	1000-100	

380-1-004	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Two Half-Time Paras (MTSS - benefits)	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	1000-200	
380-1-005	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Medical Aide - Salary	\$ 10,800	\$ -	\$ 10,800	\$ -	\$ -	2100-100	Provide more information how the positions relate to COVID-19; Applicant responded: We have 2 part time nurses for our 3 buildings and needed to hire someone to cover our third school building's health needs. We did not want to leave our secretary to deal with any Covid issues. We found 2 people to help. This is the salary portion.
380-1-006	Eligible	Direct Allocation	Support Services (Students)	EMPLOYEE BENEFITS	5. Procedures and systems to improve LEA preparedness and response efforts	Medical Aide - Benefits	\$ 837	\$ -	\$ 837	\$ -	\$ -	2100-200	
380-1-007	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Supplement School Nurses - Salaries	\$ 28,800	\$ -	\$ 28,800	\$ -	\$ -	2100-100	Provide more information how this expenditure relates to COVID-19 and if it is existing staff is work required beyond the contract; Applicant responded via email: Our school nurses are only part time. We felt with the possibility of having to deal with the virus, we wanted only trained individuals to handle those students. It was not something we wanted to place on our secretaries, so we moved our nurses to full time. This is the salary portion.

380-1-008	Eligible	Direct Allocation	Support Services (Students)	EMPLOYEE BENEFITS	5. Procedures and systems to improve LEA preparedness and response efforts	Supplement School Nurses - Benefits	\$ 2,232	\$ -	\$ 2,232	\$ -	\$ -	2100-200	
380-1-009	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Sensory Path for Early Childhood Students	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	1000-610	Applicant responded via email: We noticed the time away from our school had a large impact on our early childhood students. We purchased a Sensory Path which will help our youngest with social and emotional skills. We also want to improve their overall emotional wellbeing.
380-1-010	Eligible	Direct Allocation	Instruction	OTHER PURCHASED SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Quaver Ed Music Curriculum (K-8)	\$ 2,520	\$ 2,520	\$ -	\$ -	\$ -	1000-500	Applicant responded via email: When school buildings were closed and we could not figure out a way to deliver a quality music curriculum to everyone involved, we started looking for an online platform so we could provide the curriculum to our students even though they were not in class. When school opened back up we had numerous quarantines and still needed a way to allow our students to still do music. We didn't want to just tell them to sing or play your instrument and record it. We wanted to be able to do what we were doing in the classroom. Quaver is online so it allows us to offer a quality music experience no matter if the student is in school or not. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

380-1-011	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Additional Teacher - Classroom Split - Salary	\$ 37,175	\$ -	\$ 37,175	\$ -	\$ -	1000-100	Applicant responded via email: When all the new reopening guidelines came out, we determined that we had a kindergarten class that was large. 28 students and we could not get anywhere close to 3 feet apart in the classroom. With our other classes, we didn't have that big of a number. We could at least get to 4 foot apart. In order to meet CDC, KSDE, and County Health recommendations, we split the class to help develop a smaller cohort group and this allowed us to spread these students out more. We had to hire a new teacher. This is the salary portion of the new teacher.
380-1-012	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	5. Procedures and systems to improve LEA preparedness and response efforts	Additional Teacher - Classroom Split - Benefits	\$ 10,114	\$ -	\$ 10,114	\$ -	\$ -	1000-200	
380-1-013	Eligible	Direct Allocation	Support Services (Students)	Personal Services - Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	MTSS Coordinators (Secondary).- Salaries	\$ 30,000	\$ -	\$ -	\$ 30,000	\$ -	2100-100	
380-1-014	Eligible	Direct Allocation	Support Services (Students)	EMPLOYEE BENEFITS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	MTSS Coordinators (Secondary).- Benefits	\$ 2,458	\$ -	\$ -	\$ 2,458	\$ -	2100-200	



ZEWjkgxG

396_Douglass_ESSER II Plan_

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	Douglass Unified School District No 396
Applicant / Mailing Address	921 E First St Douglass, KS 67039
Applicant / First and Last Name of Owner, CEO, or Executive Director	LaChelle Prather
Applicant / Email Address of Owner, CEO, or Executive Director	lprather@usd396.net
Applicant / Phone Number	316-747-3300

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)	48-0698278
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Application details

Full District Name	Douglass Public Schools
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District Number	396
Mailing Address Street Address	921 E First St
Mailing Address City	Douglass
Mailing Address Zip Code	67039
Authorized Representative of the District Name	Robert D. Reynolds
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rreynolds@usd396.net
Authorized Representative of the District Phone Number	+13167473300
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lprather@usd396.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The Douglass School District has been impacted by the Pandemic in multiple ways. Students have experienced learning loss due to short periods of remote learning. The pandemic has also created periods of isolation and family challenges which has caused social-emotional problems. Our focus for the past year has been to provide instructional support to our students to lessen the loss of learning. After reviewing our student classroom data, the district discovered that our tier-two and three students have been impacted the most and students have not progressed through the tiers as our data has shown in the past. This data has made it clear that we will need to provide more resources to overcome the learning loss that students have experienced.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and 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, 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.

Douglass is excited about the plan that has been established. Not only will the money bolster our MTSS programs in the elementary school, but it will allow us to emulate that same successful model at the high school and middle school. By adding MTSS coordinators/ interventionists for grade levels 6-12, we will have the support in place to review student data to provide and coordinate interventions with students. At the elementary we will be able to provide paraprofessionals to support our current MTSS coordinators/interventionists by providing one-on-one interventions with students in a safe, socially distanced environment. In addition we experienced a spike in our kindergarten enrollment. We attribute some of the cause being parents waiting a year to start kindergarten due to COVID. By adding an additional teacher we will be able to lower and balance our class sizes and better socially distance the students, creating a more safe and effective learning environment.

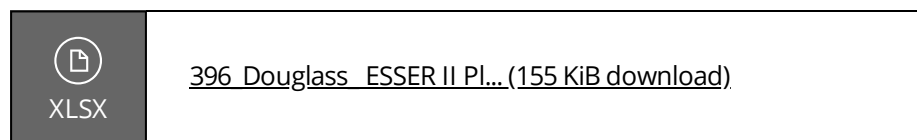
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

By implementing the proposed measures the Douglass School District will be able to quickly see the impact of the ESSER II expenditures due to the data we collect through our very successful MTSS program. We are using a common sense approach to not reinvent programs but rather just enhance what we know is already successful. The ESSER II funds will be a big boost to our efforts to correct the learning loss that some of our students have experienced. In addition, the proposed expenditures will enhance our learning systems by focusing on the overall learning of our students while taking pressure off of our classroom teachers, counselors and social worker. Reducing pressure off of certified staff will allow us better serve our students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

Robert D. Reynolds

Date

04/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
396	Douglass Public Sch	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
396-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Currently, Federal (Title) Funds assist the district in providing MTSS support at the primary level in our elementary school. Due to the loss of instruction and pressure in learning environments, we are wanting to add 2 MTSS positions to our staff, one at the junior high and one at the high school. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students' success in the future. The MTSS coordinators will manage student data and implement intervention strategies for students not performing at grade level.	\$ 131,725	\$ 131,725	\$ -	\$ -	\$ -	95	
396-1-002	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, the district will be hiring three (3) MTSS paraeducators to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students.	\$ 54,329	\$ 54,329	\$ -	\$ -	\$ -	95	

396-1-003	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Kindergarden roundup generated a high number of students coming into the 2021-22 school year. In response the distict is hiring a certified staff member to add an additional class to reduce the number of students/staff in each classroom, which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19.	\$ 65,862	\$ 65,862	\$ -	\$ -	\$ -	95	
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ZQeBrklZ

404_Riverton_ESSER II Plan_0504

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 404 Riverton

Applicant / Mailing Address

| PO Box 290
| Riverton KS 66770

Applicant / First and Last Name of Owner, CEO, or Executive Director | Todd Berry

Applicant / Email Address of Owner, CEO, or Executive Director | tberry@usd404.org

Applicant / Phone Number | 620-848-3386

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Riverton

District Number | 404

Mailing Address Street Address	P.O. Box 290
Mailing Address City	Riverton
Mailing Address Zip Code	66770
Authorized Representative of the District Name	Todd Berry
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	tberry@usd404.org
Authorized Representative of the District Phone Number	+16208483386
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	snowlin@usd404.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Elementary data indicates a significant impact on early readers as a reduced number of students scored at or above grade level goals even before the shutdown. This lack of performance may be attributed to absenteeism that occurred before the pandemic was declared. However, low SES students fare much worse as only 40% of students in this subgroup are at or above grade level. Losing the final nine weeks of school has proven particularly challenging to our youngest students.

At the middle school level, we have seen a significant increase in the percentage of students scoring below the 25th percentile on Aimsweb math benchmarking. We feel some of this may be attributed to restrictions on social distancing and the lack of being able to utilize hands-on manipulatives.

Factors that we believe demonstrate an impact on student social and emotional well-being can be found in an increased number of student visits to the counselor's offices, the need for added outside resources for families, and referrals to Spring River Mental Health for professional counseling services. Data from the Kansas Communities that Care Survey indicates that many of our students have more favorable attitudes toward negative risk factors such as anti-social behavior and drug use than their peers state-wide. Even before the shutdown, data from the survey indicated that many of our students already struggle with a low commitment to school. The shutdown has exasperated that challenge.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remaining ESSER I funds will be expended on the following items:

Before school supervision (extra duty compensation) to address social distancing and to supervise breakfasts consumed in the classroom;

Extra duty compensation for elementary teachers to supervise lunches consumed in the classroom in order to maintain social distancing in the cafeteria;

Classroom paraprofessional employed by the school district to provide in classroom supervision and assistance for a staff member who must work from home due to COVID-19 related health concerns;

Technology purchases.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, 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.

ESSER II Education funding will provide additional staff, technology, and the resources necessary to better provide safe, flexible, and quality learning opportunities for all students. Ongoing and future efforts that are intended to recover learning loss due to COVID-19 include but are not limited to extended learning opportunities, reduced class sizes, enhancement of MTSS and Title interventions, professional development, and instructional coaching.

Extended learning opportunities will take the form of summer school and after-school offerings that have been reduced due to a lack of funding. Reduced class sizes will be accomplished by adding and/or maintaining positions that otherwise may have been eliminated. Previous reductions in Title funding have resulted in reduced services in recent years. We will propose utilizing a portion of these resources to enhance and expand the services provided during the school day, especially in the area of mathematics. Further, we are considering options to expand current assessment strategies and resources to provide for better benchmarking and data collection PK-12 in order to best design academic interventions and address social and emotional well-being.

With respect to instructional technology, we will continue to provide teachers and students the hardware and software licensing tools necessary to pivot should short-term school closures or quarantines continue into the fall. While this is not anticipated, we feel these resources are of paramount importance to have in place should the unforeseen occur.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

As a district, we will monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, Aimsweb, Fast Bridge, and locally developed assessments in order to target specific learning standards identified as having been significantly impacted by pandemic circumstances. Further, building leaders will implement an ongoing review of current and previous assessment / benchmarked results for comparison purposes and to potentially inform adjustments to instruction and MTSS interventions. With respect to social and emotional well-being, we will monitor data generated through Fast Bridge, the Kansas Communities that Care Survey, locally generated surveys, and feedback from building counselors, case managers, and the school-based therapist.

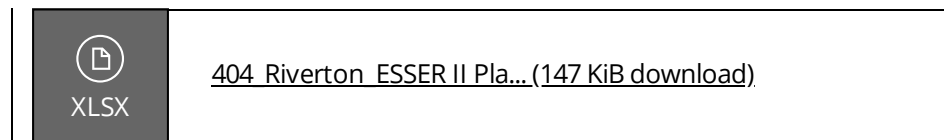
Notes on ESSER II application Excel template:

- 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be

asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and

accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Todd Berry
Date	05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
404	Riverton	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
404-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will be providing a summer school program to address learning loss and prevent summer slide. 12 staff members at \$24/hr x 80 hours; 2 bus drivers at \$19.95 per hour plus benefits.	\$ 61,235	\$ 30,017	\$ 31,218	\$ -	\$ -	77 1000 110	
404-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After-school programming to address the needs of students who will benefit from extended learning opportunities. 12 staff at \$24/hr x 240 hours, 2 bus drivers at \$19.95/ hour plus benefits.	\$ 78,948	\$ -	\$ 78,948	\$ -	\$ -	77 1000 110	
404-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Maintain the employment of an elementary classroom teacher to maintain reduced class size and ensure our ability to continue meeting the needs of low income students and students with disabilities. Salary+benefits	\$ 122,331	\$ -	\$ 60,261	\$ 62,069	\$ -	77 1000 110	
404-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be hiring a half-day paraprofessional to work in our Title Math program to address student learning loss. 1 staff member at \$13/hour x 740 hours plus benefits.	\$ 21,222	\$ -	\$ 10,454	\$ 10,768	\$ -	77 1000 120	

404-1-005	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	We will be contracting services with Greenbush ERC to provide a specialist in literacy and instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77 1000 300	Per narrative, Ongoing and future efforts that are intended to recover learning loss due to COVID-19 include but are not limited to extended learning opportunities, reduced class sizes, enhancement of MTSS and Title interventions, professional development, and instructional coaching.
404-1-006	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We will be purchasing a Fastbridge subscription from Illuminate Education. We will utilize this to collect data on students in both academics and social-emotional needs.	\$ 9,282	\$ -	\$ 4,550	\$ 4,732	\$ -	77 1000 650	
404-1-007	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We propose to purchase Zoom licensing for all teachers and administrators so that we have the ability to provide online instruction in the event of quarantine or short-term school closure.	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	77 1000 650	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

404-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	District wide summer institute for professional development for implementation of FastBridge, curriculum development, instructional technology, etc. Two days at \$24/hr x 62 teachers	\$ 23,800	\$ -	\$ 23,800	\$ -	\$ -	77 1000 110	Per narrative, Ongoing and future efforts that are intended to recover learning loss due to COVID-19 include but are not limited to extended learning opportunities, reduced class sizes, enhancement of MTSS and Title interventions, professional development, and instructional coaching.
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IdJpWMyg

430_South Brown County_ESSER II Plan 0504

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	South Brown County, USD 430
Applicant / Mailing Address	522 Central Ave Horton, KS 66439
Applicant / First and Last Name of Owner, CEO, or Executive Director	Jason Cline
Applicant / Email Address of Owner, CEO, or Executive Director	clinej@usd430.org
Applicant / Phone Number	785-486-2611

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	South Brown County
District Number	430

Mailing Address Street Address	522 Central Ave
Mailing Address City	Horton
Mailing Address Zip Code	66439
Authorized Representative of the District Name	Melanie Schmitt
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	schmittm@usd430.org
Authorized Representative of the District Phone Number	+17854862611
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	clinej@usd430.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Prior to COVID-19 our benchmark assessments and attendance were moving in the upward direction. During COVID, many of our students were without adequate and reliable devices and internet access to provide an effective learning environment. Through Sparks funding and the LiNK grant we were able to purchase additional Chromebooks for those in need. Also, a local communications company, Rainbow Communications, was able to offer hot spots in the area communities. Even with all of the technology growth, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Attendance has been lower post pandemic. Attendance in each building has reduced by as much as 8%tile points. Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus.

In order to address the need to socially distance our classrooms and to have the ability to move to an outdoor classroom environment when needed, we will be purchasing Interactive Clear Touch boards for our classrooms. This additional technology will allow greater movement within our district buildings and greenspace.

For our high school students, we will purchase an expanded Edgenuity plan for credit recovery. The Edgenuity schedule will be flexible for each student's needs, a tutor also will be available for assistance.

In addition to our summer school offerings, we are looking forward to Fall 2021. Our 5-12 band instruments will be deep cleaned, purchasing materials for our middle school Intro to Agriculture course, and training for our new Reading Intervention materials will be completed. We are also looking to add a few positions within the district to meet the needs of our staff and students. The first position will be an Instructional Coach - a position working with our staff. The others will be Student Interventionists - one for each of our district buildings.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 430 will use our benchmark data to determine the academic impact of the ESSER II funds. We currently use NWEA Map and DIBELS to determine our MTSS tiers for Reading and NWEA Map and Acadience to determine our MTSS tiers for Math. The impact of these funds will be seen through our tier support needs. We will also look at our attendance data and our SAEBRS data for Social Emotional needs. With the help of TASN, SEL interventions will be implemented in Fall 2021. Physically, we will be able to see outdoor and portable learning environments for our students in each of the buildings.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[430 South Brown County ES... \(159 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Melanie Schmitt

Date | 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
430	South Brown County	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
430-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries for 4 Certified Staff and 1 Director for the extended summer school learning programs	\$ 11,910	\$ 11,910	\$ -	\$ -	\$ -	81850	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.

430-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries for 4 Non-Certified Staff for the extended summer school learning programs	\$ 5,860	\$ 5,860	\$ -	\$ -	\$ -	82100	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.
430-1-003	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries to provide transportation associated to the summer extended learning.	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	82125	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional

430-1-004	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries to provide a Nurse on site during summer school extended learning programs	\$ 2,495	\$ 2,495	\$ -	\$ -	\$ -	81875	Per narrative, USD 430 has created and will implement a new summer school program, "Ride the Wave", for students in K-6 grades. Summer school will be held weekday mornings during the month of June. Each day, students will work with certified teachers with paraprofessional support on reading and math intervention or enrichment as well as social emotional learning. Each day will also include a fun camp activity for students to enjoy. Students will also receive breakfast and lunch while at the building. Transportation to and from school will be available. Elements of our current SEL program - Lions Quest will be used and supplemented with the Leader in Me principles. A school nurse will also be on duty during anytime students are on campus. Further, per narrative regarding learning loss, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Per narrative regarding SEL, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.
430-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of a Instructional Academic Specialist to to provide teachers, para educators, and school leaders with regular access to an experienced instructional specialist. Doing so will help to improve the capacity of classroom teachers to effectively design, deliver, and evaluate instructional practices. Additionally, this position seeks to provide continuous professional development to teachers, para educators, and school leaders about critical areas of student learning including, but not limited to, literacy skills, reading comprehension, evaluation of growth and achievement, dyslexia, and communicating student growth and achievement trends with stakeholder groups.	\$ 21,490	\$ -	\$ 21,490	\$ -	\$ -	81850	Per narrative, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading.

430-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of 3 Student Academic Interventionist, 1 per building. The Instructor creates a positive learning environment to facilitate the personal, social, and intellectual development of students. In order to respond to the individual needs and abilities of students, the Classroom instructor must work closely with other staff, and administration of the district.	\$ 53,880	\$ -	\$ 53,880	\$ -	\$ -	81850	Per narrative, in Fall 2020 we had a drop of as much as 20.2 percentile points in Math and 11.16 percentile points in Reading. 90% of our grade levels lost ground in the Fall 2020 NWEA math benchmark assessment, 60% in reading. Also per narrative regarding SEL, Attendance has been lower post pandemic. Attendance in each building has reduced by as much as 8%tile points. Another source of data that we use is SAEBRS, social, academic, emotional behavior risk screener. At our middle and high school level we have seen our SAEBRS, which is determined by teacher evaluations, reduce. On the other hand, our elementary school increased by 7% with a greater amount of students identified as needing social emotional intervention.
430-1-007	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional salaries to implement the High School Credit Recovery program for students	\$ 3,250	\$ 3,250	\$ -	\$ -	\$ -	82100	Per narrative, For our high school students, we will purchase an expanded Edgenuity plan for credit recovery. The Edgenuity schedule will be flexible for each student's needs, a tutor also will be available for assistance.
430-1-008	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Cover additional salaries of hiring an additional custodian for the 21-22 school year to help with all the additional cleaning and sanitizing of the buildings.	\$ 28,200	\$ 4,000	\$ 24,200	\$ -	\$ -	82115	
430-1-009	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Provide training for k-8 staff associated with the new Reading Intervention curriculum that was purchased to target students that may have fallen behind during the pandemic.	\$ 5,100	\$ -	\$ 5,100	\$ -	\$ -	82300	

430-1-010	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	To cover additional costs for supplies associated with the extended summer learning program	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	82000	
430-1-011	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 3,137	\$ 3,137	\$ -	\$ -	\$ -	26700	
430-1-012	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Purchase of supplies to enhance our high school FFA and 8th grade Ag Classes	\$ 360	\$ -	\$ 360	\$ -	\$ -	82000	Per applicant, This is for our CTE classes to promote and encourage hands-on activities for student achievement. Due to the loss of hands-on activities during the covid shutdown.
430-1-013	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for teachers that needed FFCRA	\$ 12,452	\$ 12,452	\$ -	\$ -	\$ -	12250	
430-1-014	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase online curriculum software (Edgenuity) to provide the high school credit recovery program and provide remote access to students learning opportunities	\$ 7,200	\$ -	\$ 7,200	\$ -	\$ -	82050	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

430-1-015	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Energy	11A. Planning and implementing summer learning or enrichment programs	Cover additional costs/expenses for utility bills (Electricity) associated with summer extended learning.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	82200	Per applicant, Would like to change the amount requested to \$1000.00. This is our first year of a full summer program so we are estimating \$1000.00 to be above average of the regular bill.
430-1-016	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Utility Services	11A. Planning and implementing summer learning or enrichment programs	Cover additional costs/expenses for utility bills (water/sewer) associated with summer extended learning.	\$ 250	\$ 250	\$ -	\$ -	\$ -	82250	Per applicant, Would like to change the amount requested to \$250. This is an estimate of what will be above average as this will be our first year of a summer program.
430-1-017	Eligible	Direct Allocation	Student Transportation Services	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Cover additional expenses for fuel in transporting students associated with summer extended learning.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	82350	
430-1-018	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	This is to cover the additional costs of sanitizing and deep cleaning the districts band instruments to help protect the students and staff.	\$ 7,200	\$ -	\$ 7,200	\$ -	\$ -	82400	
430-1-019	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To cover additional salaries of hiring an additional nurse to have on site to help with all the extras during the pandemic for the 21-22 school year	\$ 8,680	\$ 800	\$ 7,880	\$ -	\$ -	81875	

430-1-020	Ineligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse to cover the costs for live streaming activities	\$ 369	\$ 369	\$ -	\$ -	\$ -	12400	Streaming extracurricular events is not an ESSER allowable use. Advised applicant would recommend ineligible, and applicant understood and requests the request remain.
430-1-021	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 1,208	\$ 1,208	\$ -	\$ -	\$ -	19750	
430-1-022	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 494	\$ 494	\$ -	\$ -	\$ -	51250	
430-1-023	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 1,724	\$ 1,724	\$ -	\$ -	\$ -	53350	
430-1-024	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse district personnel costs for staff that needed FFCRA	\$ 552	\$ 552	\$ -	\$ -	\$ -	74550	

430-1-025	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	All access virtual business-online software that will allow students to job shadow virtually and other online activities	\$ 2,800	\$ -	\$ 2,800	\$ -	\$ -	82050	Per applicant, This program is for a high school CTE class to allow students to job shadow without having to attend the facilities due to covid restrictions.
430-1-026	Eligible	Direct Allocation	Instruction	PROPERTY	5. Procedures and systems to improve LEA preparedness and response efforts	Purchase additional lunch tables to increase spacing	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	82150	
430-1-027	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Purchase updated math curriculum to address student learning loss - Purchase 6th-8th Science workbooks to accompany the science curriculum to address student learning loss - Purchase additional hands on learning curriculum in 4th grade science to help with student learning loss - Add an additional high school class (Indigenous People) to address the social and emotional needs in this area of need.	\$ 31,199	\$ -	\$ 31,199	\$ -	\$ -	82050	
430-1-028	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase 4 Cleartouch Interactive Boards to help with social distancing in the classrooms and to help reach online learners.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	82150	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

Kansas CommonApp (2020)

1576-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

445_Coffeyville_ESSER II Plan 0504



GgpKNxpv

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 | 445 Coffeyville

Applicant / Mailing Address

USD 445 Board of Education
615 Ellis
Coffeyville, KS 67337

Applicant / First and Last Name of Owner, CEO, or Executive Director | Michael Speer

Applicant / Email Address of Owner, CEO, or Executive Director | speerm@cvilleschools.com

Applicant / Phone Number | 6202526400

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) | 48-0698616


Applicant / Website Address (if applicable) | www.cvilleschools.com

Applicant / Mission Statement (if applicable)

Building on a culturally diverse community, USD 445 will prepare all students for life-long learning by providing resources for a comprehensive quality education in a safe environment that promotes high academic achievement and responsible citizenship in a global society.


Applicant / W9 or Year-end Financial Statement *(if applicable)*

Download Form W-9


PDF

[IRS Form W-9 - USD 445 -... \(1.8 MiB download\)](#)

Applicant / Board Member List *(if applicable)*


PDF

[Board Members Quick List.... \(72 KiB download\)](#)

Fiscal Agent / Name (if applicable)	Michael W. Speer
Fiscal Agent / Email (if applicable)	speerm@cvilleschools.com

Application details

Full District Name	Unified School District No 445 Coffeyville
District Number	445
Mailing Address Street Address	615 Ellis
Mailing Address City	Coffeyville
Mailing Address Zip Code	67337
Authorized Representative of the District Name	Michael Speer
Authorized Representative of the District Position or Title	Business Manager
Authorized Representative of the District Email Address	speerm@cvilleschools.com
Authorized Representative of the District Phone Number	+16202526400
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on

a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact of COVID-19 resulted in a decline in academic performance for PK-12th grade students. Panorama shows students failing at least one class, has increased an average of 15% from the 2019-2020 school year to the 2020-2021 school year. There is a slight decline in MAP Math for students 7-12. There has been a disproportionate impact on the ESOL population with an average of 60% failing at least one class. Special education students failing at least one class increased by 10%. Students eligible for free and reduced failing at least one class increased by 16%.

According to the KCTC, there has been an increase in depression by 19% from 2020-2021. Students reporting that they attempted suicide within the month of the survey administration has increased by 54% from 2020-2021. The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) indicated that students in need of Tier 3 support (individualized and intense) increased 52% from 2020-2021 and students in need of Tier 2 support (individualized and intense) increased 10% from 2020-2021. Currently the district has 83 students in the Mental Health Intervention Program partnership with KSDE. Due to students having to be remote, the district has had to purchase laptops for all students. This has doubled our one to one technology from approximately 900-2000. The increase of technology usage on campuses has caused an increased need in bandwidth to each classroom. Also, with some students not having access to internet access points were purchased for families to use during remote learning.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

To address the learning loss of students during the COVID-19 period, the district is implementing a new instructional model of Professional Learning Communities within all grade levels. These expenses will include paid staff training days as the PLC contractors. An instructional coach will be hired to breakdown student data and to work with instructors in developing strategies to target specific educational need of each student.

Funds will also be used to purchase upgraded network equipment due to the increased use of computers and live streaming both in the classroom and through connectivity with students at home. Internet connectivity options for students who do not have internet connection at home such as cellular hotspots will be purchased. Additional laptop computers will be purchased for use in the classrooms so students do not have to share computers to maintain social distance and will be used when students have to be at home.

Afterschool, summer, and intense targeted assistance programs will be implemented that will target students identified with educational deficiency needs.

To help curtail the spread of COVID-19 and to improve the air quality, replacement HVAC units will be purchased as the current units are approximately 20 years old. New units will have UV lighting to clean the air as it is circulated. In high traffic areas such as offices, smaller UV filtering systems will be purchased and installed. Cleaning supplies and chemicals designed to kill the coronavirus will continue to be purchased for the cleaning and sanitizing of the facilities. Basic supplies such as towels, sanitizer, chemical for ionizer sprayers for the cleaning of classrooms and high touch areas will be purchased. Various PPE supplies for students, staff and visitors will be purchased including appropriate signage for social distancing in line with local health requirements.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

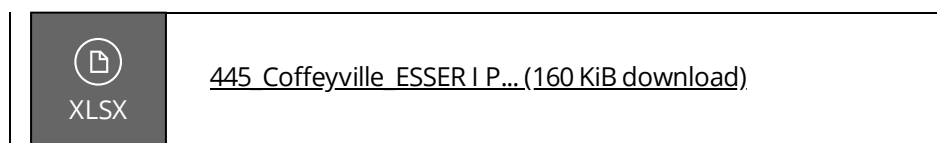
The district has implemented Panorama which will coordinate attendance, behavior, local assessment data, state standards, social-emotional criteria for each student. District staff will monitor each of these areas of students' growth. The Professional Learning Communities will then be able to determine what is the best course of action for the student to achieve set goals. The overall data will be used to monitor the district increased performance in all of these areas. In addition, monitoring of student grades and assignments will be done by classroom teachers if students have to be out of the classroom for a period of time.

Improved air quality and continued cleaning and sanitizing of the facilities will positively impact the attendance of students as they will be back in school every day.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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 | Michael W. Speer

Date | 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
445	Coffeyville	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
445-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1.0 FTE Instructional Coach will be hired to differentiate data from Panorama and other assessments to target specific learning loss students might have incurred during the COVID-19 pandemic. The instructional coach will work closely with teachers to provide the necessary data as well as instructional and best practices that may be used. 1.0 FTE x \$60,000/year x 2 yrs. = \$120,000	\$ 120,000	\$ -	\$ 60,000	\$ 60,000	\$ -	99100	
445-1-002	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	To address student learning loss, the district will be implementing Professional Learning Communities (PLCs) throughout the district. This is a 2-3-year program for full implementation with support. To start, teacher will participate in a 4 days intensive training over the summer in preparation for the upcoming school year. 110 FTE x \$275.80 (avg/day) x 4 days x 1 yr. = \$121,352	\$ 121,352	\$ -	\$ 121,352	\$ -	\$ -	99101	

445-1-003	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	To help with student learning loss, funds will be used to pay teaching staff to tutor students afterschool during the year. There will be 15 teachers selected to work with students during this time. 12 teachers x 1 hr./day x \$20/hr. x 150 days x 2 yrs. = \$72,000	\$ 72,000	\$ -	\$ 36,000	\$ 36,000	\$ -	99106	
445-1-004	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	During the summer months, individualized plans for students will be created to combat learning loss during the COVID-19 time. Teachers will work with individual students at different times during the day on areas where student's greatest need is identified. 20 days x 10 teachers x 3 hrs./day x \$30/hr. x 2 yrs. = \$36,000	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	99107	
445-1-005	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teachers will be paired with a small group of students to work individually and as a group on specific areas of need to address specific learning loss that occurred during the pandemic. Teachers will make sure students are achieving the required standards for the subject material and that students have recovered from the learning loss. A stipend for this additional instruction time will be paid to each teacher in the district. 110 teachers x \$1,500/teacher x 2 yrs. = \$330,000	\$ 330,000	\$ -	\$ 110,000	\$ 220,000	\$ -	99108	

445-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teacher assistants will be hired to work with students while the teacher in the classroom is engaged in intensive classroom instruction and will assist the teacher in working with students in the classroom. This will free up the teacher to work more exclusively with the students of greatest need from the learning loss during COVID. 4 TAs (2.4 FTE) x 1,197 hrs./yr. x 2 yrs. x \$12.90/hr. = \$123,530	\$ 123,530	\$ -	\$ 61,765	\$ 61,765	\$ -	99102	
445-1-007	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered that includes health insurance through the state of Kansas Employee Health Plan. Dependent Plan: 3 employees x \$17,004/yr. x 2 yrs. = \$102,024 Single Plan: 2 employees x \$9,709/yr. x 2 yrs. = \$38,836	\$ 140,860	\$ -	\$ 70,430	\$ 70,430	\$ -	99200	
445-1-008	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered including a \$25,000 life insurance policy through Standard Insurance Co. 5 employees x \$60/yr. x 2 yrs. = \$600	\$ 600	\$ -	\$ 300	\$ 300	\$ -	99201	

445-1-009	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA expense for all instructional salaries calculated at 7.65%	\$ 61,419	\$ -	\$ 31,144	\$ 30,275	\$ -	99220	
445-1-010	Eligible	Direct Allocation	Instruction	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	Online instruction program (not yet determined) such as "Study Island" will be purchased to enhance instructional opportunities for specific students at various levels of determined need. \$2,000/yr. x 2 yrs. = \$4,000	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	99300	
445-1-011	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	To affect change and address the learning loss, the district will implement Professional Learning Communities (PLC) throughout the district. This contracted services with "The Learning Tree" for PLC professional development will be a two-year process and will involve all teachers and principals in the buildings. \$70,000/yr. x 2 yrs. = \$140,000 (estimated)	\$ 140,000	\$ 24,000	\$ 116,000	\$ -	\$ -	99301	
445-1-012	Eligible	Direct Allocation	Instruction	Technology-Related Repairs and Maintenance	5. Procedures and systems to improve LEA preparedness and response efforts	Due to the increased traffic and use of streaming and student connectivity in the classroom due to COVID protocols, additional fiber must be pulled to the buildings and new ends put on. This will also require some additional consulting with network experts such as Concergent out of Wichita, KS. Installation of new fiber and consultant work, \$13,000.	\$ 13,000	\$ 8,000	\$ 5,000	\$ -	\$ -	99400	

445-1-013	Eligible	Direct Allocation	Instruction	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	Travel expenses for staff to visit other professional learning community districts to better address the student learning loss due to COVID and to better implement the PLC program within our schools. Hotel: 25 staff x \$150/night = \$3,750, Per Diem: 25 staff x \$45 = \$1,125, Total: \$4,875	\$ 4,875	\$ -	\$ 4,875	\$ -	\$ -	99500	
445-1-014	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	For students who do not have connectivity at home, cellular hotspots will be obtained and checked out. This will allow for students to be able to connect from home and work on not only classroom assignments but also those enrichment opportunities to help make up for any learning loss. \$30/mth. x 12 mths x 50 students x 2 yrs. = \$36,000	\$ 36,000	\$ -	\$ 18,000	\$ 18,000	\$ -	99501	
445-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer program classroom supplies for working with students in the classroom for enrichment activities associated with the learning loss during the pandemic. 10 classes x \$100/class x 2 yrs. = \$2,000	\$ 2,000	\$ -	\$ 1,000	\$ 1,000	\$ -	99600	
445-1-016	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Afterschool program supplies for working with students in the classroom for enrichment activities associated with the learning loss during the pandemic. 12 classes x \$50/class x 2 yrs. = \$1,200	\$ 1,200	\$ -	\$ 600	\$ 600	\$ -	99601	

445-1-017	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Classroom supplies for working with students in the classroom targets specifically towards enrichment activities dealing with the learning loss during the pandemic. Based on the number of students and teachers, Elementary School: \$1,500, Middle School: \$500, High School \$1,000	\$ 3,000	\$ -	\$ 1,500	\$ 1,500	\$ -	99602	
445-1-018	Eligible	Direct Allocation	Instruction	Textbooks	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Online textbook subscriptions will be purchased for students who have to be remote or for additional textbook support to students while they study at home to work on areas where learning loss has occurred due to the pandemic. This will be done on an individual student need basis and not a blanket grade level purchase. \$1,200/grade level x 12 grade levels = \$14,400	\$ 14,400	\$ -	\$ 7,200	\$ 7,200	\$ -	99604	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

445-1-019	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	With the increased use in technology and to further prevent the spread of COVID, LCD TVs will be placed in all classrooms so that students will be able to stream their laptops to the monitors so the entire class will be able to see. This will allow for students to share work while social-distancing within the classroom. Student who are remote will be able to be involved in the classroom and seen by the whole class as the teacher will be able to stream their live video to the entire class. Addition, 150 Dell Latitude 2-in-1 laptops will be purchased for student use. These computers will be used in the elementary building at the 2nd grade level so students do not have to share computers with other students, thus helping to prevent the spread of COVID. TVs: 125 classroom areas x \$799 ea. = \$99,875 Computers: 150 computers x \$482 ea. = \$72,300	\$ 172,175	\$ -	\$ 172,175	\$ -	\$ -	99170	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
445-1-020	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	School network functions will need to be updated and improved due to the increased connectivity and media usage by students and staff. The increased connectivity and video/streaming usage in the classrooms due to the COVID pandemic has overwhelmed the district network. The new wireless controllers will negotiate the wireless network allowing for 10GB connection to the buildings and classrooms. 2 wireless network controllers and licensing for 2,000 users = \$50,000	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	99171	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

445-1-021	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	To help with the cleaning of furniture and to reduce the spread of COVID on high touch areas in the classrooms, two grade levels will have the cloth chairs replaced with hard plastic chairs to make it easier to spray and clean each night. The district only has two grade levels where cloth chairs are used. This will aid in implementing health protocols in operating the school. 150 chairs/grade level x 2 grade levels x \$212.13/chair = \$63,637	\$ 63,637	\$ -	\$ 63,637	\$ -	\$ -	99172	
445-1-022	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Additional days will be added to the school counselors' contract to allow them to coordinate efforts and mental health services for students who are experiencing high levels of anxiety and stress due to the COVID-19 pandemic and the return to school. These efforts will continue for 2 years during the summer months. 5 counselors x 5 days x \$285/day average salary x 2 yrs. = \$14,250	\$ 14,250	\$ -	\$ 7,125	\$ 7,125	\$ -	99103	
445-1-023	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Additional days will be added to the clinical counselors' contract to allow them to coordinate efforts and mental health services for students who are experiencing high levels of anxiety and stress due to the COVID-19 pandemic and the return to school. These efforts will continue for 2 years during the summer months. 3 counselors x 5 days x \$269/day average salary x 2 yrs. = \$8,070	\$ 8,070	\$ -	\$ 4,035	\$ 4,035	\$ -	99105	

445-1-024	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	FICA expense for all support staff salaries calculated at 7.65%	\$ 1,706	\$ -	\$ 854	\$ 852	\$ -	99221	
445-1-025	Eligible	Direct Allocation	Support Services (Students)	Student Services	10. Providing mental health services and supports	Online student support program will be purchased that will have self-assessments for student social-emotional and mental health wellbeing. This will be targeted to those students who have a need and not tailored to the entire student population. \$2,000/yr. x 2 yrs. = \$4,000	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	99320	
445-1-026	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Purchasing PPE materials for 2,200 students, staff and school visitors including masks, gloves, etc. to reduce the spread of COVID. \$9,000/yr. x 2 yrs. = \$18,000	\$ 18,000	\$ 2,000	\$ 8,000	\$ 8,000	\$ -	99620	
445-1-027	Eligible	Direct Allocation	Educational Media Services	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Additional books and periodicals will be purchased to help facilitate student reading specifically for use by students with learning loss so parents will have materials at home to help student practice reading. These will be purchased for use at the elementary building only. \$750/yr. x 2 yrs. = \$1,500	\$ 1,500	\$ -	\$ 750	\$ 750	\$ -	99621	

445-1-028	Eligible	Direct Allocation	Support Services (School Administration)	Part-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Principals and Assistant Principals will all be present at the Professional Learning Communities training for four days in the summer. The training will provide the necessary skills and information to the principals to help teachers address individual student needs within their schools. Principals are already under contract, but the Assistant Principals will have 4 days that is not part of their contract and will be paid their daily rate similar to the teachers. 5 Assistant Principals x \$352 average daily rate x 4 days x 1 yr. = \$7,040	\$ 7,040	\$ -	\$ 7,040	\$ -	\$ -	99104	
445-1-029	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	FICA expense for all administrative salaries calculated at 7.65%	\$ 538	\$ -	\$ 538	\$ -	\$ -	99222	
445-1-030	Eligible	Direct Allocation	Safety	General Supplies and Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Purchase of UV bulbs, to be placed in HVAC units, and test strips to help prevent the spread of COVID within the school buildings increasing the air quality. Est. \$3,500/yr. bulb and test replacement x 2 yrs. = \$7,000	\$ 7,000	\$ -	\$ 3,500	\$ 3,500	\$ -	99630	

445-1-031	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Cleaning supplies used throughout the district in the increased efforts to clean and sanitize the district facilities to make them ready for student, staff and community. Cleaning supplies include items that have been implemented due to the COVID-19 pandemic. Items such as paper towels for each classroom, wipes, etc. to implement local health protocols in cleaning the facilities. Est. \$14,500/yr. x 2 yrs. = \$29,000	\$ 29,000	\$ 3,000	\$ 14,000	\$ 12,000	\$ -	99631	
445-1-032	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Chemicals and usable supplies used to clean the district that are due to the COVID-19 pandemic. These cleaning chemicals and supplies have been implemented in response to the pandemic and include items such as Gen-a-Fect spray cleaner/sanitizer, spray bottles for the classrooms, face shields, N95 masks, hand sanitizing chemicals, vital oxide to spray the classrooms and traffic areas to sanitize and prevent the spread of COVID. Est. \$15,000/yr. x 2 yrs. = \$30,000	\$ 30,000	\$ 4,000	\$ 15,000	\$ 11,000	\$ -	99632	

445-1-033	Eligible	Direct Allocation	Safety	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Equipment used to sanitize and clean the facilities to help prevent the spread of COVID. Sprayers/ionizers are used to spray vital oxide and other chemicals in the classrooms, offices, and gymnasiums after each day. Backpack sprayers are used for bleachers and playground equipment to be sanitized after use. Victory Ionizers: 10 Victory Ionizers x \$900 ea. = \$9,000 Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500 Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500	\$ 10,500	\$ -	\$ 5,250	\$ 5,250	\$ -	99670	
445-1-034	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Currently the elementary building as 6 classrooms that were originally designed as "team-teaching" rooms. These rooms have everything separate already, HVAC, electricity, kitchenette, ceiling light controls, etc, except that there is no wall where there should be to divide the room. To help in the prevent the spread of the coronavirus and separation of the student groups we would like to put in a wall that would separate the one "team-teaching" rooms into two individual classrooms. The only thing that is needed is the wall with a little bit of electrical installed in it and possible repair of the ceiling tile where the new wall is placed. Everything else is already separated for the classrooms. By separating the classrooms, it will help to maintain the student cohort in a more confined classroom to help prevent COVID spread. Est. 6 rooms x \$7,000/room = \$42,000	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	99440	

445-1-035	Eligible	Direct Allocation	Building Improvements	Heating and Cooling System	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	The high school and middle school are each almost 100 years old and as such the design of the building allows for only one HVAC unit to serve approximately 12 classrooms. There is a total of 10 units on the high school and middle school. The district has completely replaced two of the units already and has rebuilt two other units with existing funds and have installed UV Light units to clean the air as it is returned. The proposed use of funds would be to replace the remaining units and install UV Light cleaning units in them. The units are older and have diminished air capacity at this time. With these current units serving multiple classrooms, the possible spread of COVID is increased which is why they need replaced. 6 units x \$124,000 each for cost and installation = \$620,000	\$ 620,000	\$ -	\$ 620,000	\$ -	\$ -	99470	
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Kansas CommonApp (2020)

1598-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



eEOZQgMD

458_Basehor-Linwood_ESSER II Plan_0503

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 458

Applicant / Mailing Address

| 2008 N 155th Street
Basehor, KS 66007

Applicant / First and Last Name of Owner, CEO, or Executive Director | David Howard

Applicant / Email Address of Owner, CEO, or Executive Director | dhoward@usd458.org

Applicant / Phone Number | 913-724-1396

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Basehor-Linwood

District Number	458
Mailing Address Street Address	2008 N 155th Street
Mailing Address City	Basehor
Mailing Address Zip Code	66007
Authorized Representative of the District Name	Pam Chenoweth
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	pchenoweth@usd458.org
Authorized Representative of the District Phone Number	+19136627025
Would you like to add additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the course of the pandemic our students, staff, parents, and community have been deeply impacted. With many of our students living in rural areas, connectivity has been a continuing concern. We have limited connectivity for some students while trying to provide technology and assistive devices for them. With remote, hybrid, and on-site learning we had a myriad of opportunities available for our students to help make up for learning loss due to the pandemic. Student academic scores have decreased in our nationally normed screener, MAP. We have also seen social emotional concerns through our panorama survey. This year we served 2575 in our hybrid, remote, and onsite environment. An additional 373 students in our virtual school also received additional support this year. We have seen deeper impacts on our special populations with staff changes required to meet the needs due to the requirements of the pandemic safety concerns. The costs due to the changes to meet the needs of students and staff have increased with cleaning, staffing and additional resources. The pandemic has made a major impact on our budget, learning, and social-emotional health across the district.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

One of our 1st steps to combat the learning loss is the development of our summer school programs. Each building has done a data-dive to determine which students are in need of enrichment due to the learning loss. Working together, our teams collaborated to develop their summer school platform. The funds will be used to pay for our staffing needs, resources, and supplies to meet the needs of this platform to decrease learning loss across the district at the K-12 level. This is a new program for us that has been specifically designed for learning loss due to COVID-19.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II funds, our district plans to continue to monitor students' academic growth along with social emotional growth. Our team will utilize our universal screeners, MAP, item assessments and panorama. Gathering this data our teachers, administrators and support staff will collaborate to continually analyze the impacts of our programing to determine additional resources for student growth. Through this data-driven approach our team will continuously analyze our data to determine what is being effective from our ESSER II funded programs and what additional programs are needed to get our students back on track from the effects of the pandemic.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

[458 BASEHOR-LINWOOD ESSER... \(154 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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.

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(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

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- The share of that cost provided from other sources; and
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(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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§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.

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Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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- 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Pam F Chenoweth

Date | 05/06/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
458	Basehor-Linwood	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
458-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salaries for Summer School services to address learning loss during pandemic	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	12518	Provide more information on the expected number of staff and students to benefit from this expenditure. Provide information on the duration of the summer program.; Applicant responded via email: 180 students have been identified and invited to participate in summer school due to the loss of learning sustained from COVID 19. 18 elementary teachers, 6 secondary teachers, one elementary administrator, one secondary administrator and one nurse will be staffed. Dates to include the following: Tuesday, Wednesday and Thursday from June 8 - July 1st (12 days) from 9 am - 1:30 pm.
458-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Teacher Salaries	\$ 4,055	\$ 4,055	\$ -	\$ -	\$ -	12618	
458-1-003	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative Salaries for Summer School Services	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	12718	
458-1-004	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Administrative Salaries	\$ 306	\$ 306	\$ -	\$ -	\$ -	12818	

458-1-005	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing Services or Summer School Program	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	12918	
458-1-006	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security and Medicare for Nursing Services	\$ 115	\$ 115	\$ -	\$ -	\$ -	13018	
458-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional Supplies for Summer School Program	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	13118	
458-1-008	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Student Transportation for Summer School program	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	13218	
458-1-009	Eligible	Direct Allocation	Operation of Non-Instruction Services	Food Service Management	11A. Planning and implementing summer learning or enrichment programs	Food Service cost for Summer School Program	\$ 16,500	\$ 16,500	\$ -	\$ -	\$ -	13318	



BmrzYmwd

465_Winfield_ESSER II Plan_0415

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 | Winfield Schools

Applicant / Mailing Address

1407 Wheat Rd.
Winfield, KS 67156

Applicant / First and Last Name of Owner, CEO, or Executive Director | Nathan Reed

Applicant / Email Address of Owner, CEO, or Executive Director | nathan_reed@usd465.com

Applicant / Phone Number | 6202215100

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) | Tom Fell

Fiscal Agent / Email (if applicable) | tom_fell@usd45.com

Fiscal Agent / Mailing Address (if applicable)

1407 Wheat Rd
Winfield, KS 67156

Application details

Full District Name	Winfield Schools
District Number	465
Mailing Address Street Address	1407 Wheat Rd.
Mailing Address City	Winfield
Mailing Address Zip Code	67156
Authorized Representative of the District Name	Nathan Reed
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	nathan_reed@usd465.com
Authorized Representative of the District Phone Number	+16202215100
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	tom_fell@usd465.com
Other District Representative 2 Email Address	mark_littell@usd465.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 465 has significant challenges since the start of the pandemic. In comparison to the 2019-2020 school year, headcount dropped 155 students from the near 2200 students of 2019-2020. Of those students, 86 of them were PreK aged. We consistently had 10-15% of students enrolled with remote learning K-12. While this was utilized by many in a positive manner, there were over 20 students that have not connected with the school since March 2020. The district made valiant efforts to communicate and connect with these students and families. These students are considered to be at-risk if and when they return to school. Our attendance rate did drop, we have yet to get the comprehensive impact at this time. Looking at the bright side, our Fastbridge data has shown no severe declines in any student population in Reading and Math. However, there are still areas to address, we have great need in K-5 reading curriculum and interventions. We also have students that have pronounced mental health needs that have been exacerbated by the pandemic. We do not find a significant alteration to a specific special population as each challenge has developed in each subgroup we have in the district. Overall, the impact of COVID 19 and the challenges can and will be overcome with the support of a great staff and the strong community of Winfield. The ESSER funds will provide the resources to have positive and lasting interventions for students and families.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Our plan is to spend the remaining funds from ESSER I to address academic loss and social-emotional supports for students of the district. Currently, we have 65% left in ESSER I. The priorities were to focus on supporting the Senior class in an effort to get them all to graduation, after-school programming for at-risk learners K-12, and a summer school camp designed for PreK-5 and credit recovery for grades 6-12. This includes students with Special Education needs.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Much of our plan for ESSER II is tied to additional support staff for students, families and teachers. We plan to add more counselors/social workers to reduce the ratio of staff to students/families in an effort to meet the social emotional impact of the pandemic school year. Additionally, we plan to expand our nursing services through a nursing aide and substitute nurse for the district to meet the health needs of students and staff. Also, it is in the plan to add family engagement specialists to buildings where counselors or social workers may not be added due to shortage across the state. These specialists will be the communicators between school and families to re-establish trust and lines of communication in addressing students at-risk academically and social/emotionally. All of these additional staffing positions will be temporary and thus posted as such. Academically, we plan to add Instructional Coaches to the buildings that do not have them in order to share learning strategies that will directly impact student achievement for future years, supported by ESSER funding. It is in our plan to add curriculum and assessment tools that gives our teachers the resources to properly diagnose and address shortcomings in academics and SEL. The professional development that comes with adding these resources is also included in our plan. We will need additional support from transportation and food service to address at-risk students in afterschool and summer school programming. The secondary priority for ESSER II is to alter the learning environment through air purification/HVAC changes; ventilation monitoring; sanitation supplies; and adding a small vehicle to continue social distancing and ease the reliance of bus drivers requiring a CDL.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will monitor our academic follow-through with assessments from Fastbridge, NWEA Map, attendance data, and surveys from parents and staff. SEL will be subject to reports from SAEBRS, Communities that Care surveying, as well as parents, students, and staff surveys. Upon reviewing this data systematically, we will alter our plan and allocations to meet the needs that surface.

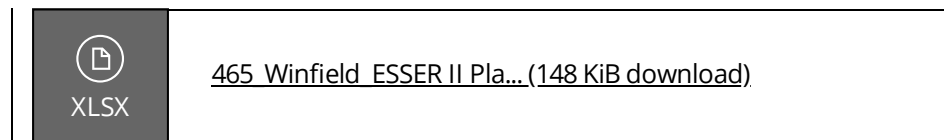
Notes on ESSER II application Excel template:

- 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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]

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(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Nathan Reed
Date	04/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
465	Winfield	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
465-1-001	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	adding temporary intervention specialists at each building (7), nurse substitute, and family engagement advisors, classroom aids (7)	\$ 750,000	\$ 500,000	\$ 250,000	\$ -	\$ -	32-2200-110-00	
465-1-002	Eligible	Direct Allocation	Support Services (Instructional Staff)	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	improve curriculum, interventions, and assessments for reading and math	\$ 362,000	\$ 300,000	\$ 62,000	\$ -	\$ -	32-2200-600-00	Provide additional information regarding how the curriculum needs ties to COVID-19; Applicant responded via email: When the district elementary administration and teaching staff observed decreases in student achievement from COVID in-person and remote learning, they explored their data in depth. We found that our current elementary curriculum was not meeting the needs of our students, especially those who were not in the classroom on a daily basis. With COVID 19 changing our instruction as well as how students learn, we found we need to make significant changes to catch our students up to master the Standards at their grade level.

465-1-003	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	design and support for summer school programming	\$ 170,000	\$ -	\$ 170,000	\$ -	\$ -	32-1010-110-02	Provide additional information regarding the number of staff and students that will benefit from this expenditure; Applicant responded via email: We anticipate 30-40% of our student population (at-risk) 800+ take advantage of the programming. There will be an estimate of 70-90 staff members gaining extra hours through the summer program. The program will run Monday through Thursday from 8 am to noon starting June 21 through July 15. There will be social/emotional components as well as academic.
465-1-004	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	designing and support afterschool programming for at-risk students	\$ 10,075	\$ -	\$ 10,075	\$ -	\$ -	32-1010-110-01	Provide additional information regarding the number of staff and students that will benefit from this expenditure; Applicant responded via email: After-school/tutoring programming will be based upon number of at-risk students observed by school staff. We anticipate 25-33% take advantage of the opportunity. This equates to 525-700 students PreK-12. staffing will be based on need and enrollment of the program. Keeping groups under 10 students as the goal, we will need 50-70 staff members if our numbers of estimate hold.

465-1-005	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	10. Providing mental health services and supports	staff will be added to support learners and families these positions will be temporary and based upon ESSER funding availability and includes counselors/social workers	\$ 280,000	\$ 140,000	\$ 140,000	\$ -	\$ -	32-2200-110-00	Provide additional information regarding program; Applicant responded via email: Social Workers/Counselors/Family Engagement Specialists will be hired to support and expand to meet students and families' needs around mental health and social-emotional areas of concern brought by COVID 19. Re-buidling trust and communication while connected families/students to resources available within the district and community. (this will be new 3-4 positions to the district)
465-1-006	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	2. Coordination of COVID-19 preparedness and response efforts	to add support and resources for staff that coordinate vaccinations and COVID testing; nurse aid	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	32-2200-300-00	
465-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	Staff Travel	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	adding professional development for staff of new curriculum and assessments	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	32-2200-581-00	Provide additional information regarding how the professional development relates to COVID-19; Applicant responded via email: Professional Development will be needed to address new curriculum and intervention supports that address learning loss from the COVID impacted school years. Additionally, we will be focusing on social-emotional supports through a trauma-informed program, that will require additional training for staff that will be ongoing, likely through a three-year process.

465-1-008	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	adding air purification/HVAC upgrades; ventilation monitoring	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	32-2600-730-00	
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470_Arkansas City Public Schools_ESSER II Plan_0429

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Will Pfannenstiel

Applicant / Mailing Address

2545 Greenway Rd.
Arkansas City, KS 67005

Applicant / First and Last Name of Owner, CEO, or Executive Director | William R Pfannenstiel

Applicant / Email Address of Owner, CEO, or Executive Director | will.pfannenstiel@usd470.com

Applicant / Phone Number | 6204412000

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 486005443

Applicant / Website Address (if applicable) | usd470.com

Application details

Full District Name	Arkansas City Public Schools
District Number	470
Mailing Address Street Address	2545 Greenway
Mailing Address City	Arkansas City
Mailing Address Zip Code	67005
Authorized Representative of the District Name	Will Pfannenstiel
Authorized Representative of the District Position or Title	Director of Business and Operations
Authorized Representative of the District Email Address	will.pfannenstiel@usd470.com
Authorized Representative of the District Phone Number	+16204412000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jeri.crumbliss@usd470.com
Other District Representative 2 Email Address	sue.mcgowan@usd470.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 470 Arkansas City Public Schools is located in Cowley County and has a current enrollment of 2777 PreK-12th grade students of which 57% qualify for free or reduced meal prices. From September 9, 2020 - April 23, 2021, USD 470 students attended school n a remote learning format, a hybrid learning format, and onsite. During these periods of remote and hybrid learning, USD 470 students and teachers used distance learning as effectively as possible and improved throughout the process but, as data has indicated, can not replace onsite, in-person learning.

The long duration of remote and hybrid learning has created learning loss for all students, in particular, those with disabilities, English Language Learners, foster care students, and students of poverty. USD 470 also recognizes a major impact on the social and emotional health of both our students and many of our staff members.

USD 470 plans to increase instructional time to address this learning loss and social-emotional health by providing extended learning through both summer school, increasing personnel, making changes to the curriculum, incorporating new and renewed software packages, and providing increased professional development. USD 470 will take strides to increase social distancing, and continue to maintain a high level of sanitation and personal protective equipment.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The COVID 19 pandemic has created a need in USD 470 to extend the learning opportunities for our students and put into place improved curricula that is better suited for multiple modes of learning and instruction and addresses the social and emotional needs of students. The following are our areas of focus to address and make up for lost learning opportunities.

Summer Learning - We are requesting funds to provide new opportunities for the students of our district that are focused on learning recovery. These funds would cover the total expense of summer school including resources, fees, utilities, and salaries for summer school teachers, counselors, teacher aides (SATs), administrators, bus drivers, and secretaries.

Curriculum and Personnel - This districtwide implementation of curriculum and professional development will require funds that are not available in the course of a normal budget cycle. In addition to curriculum focuses on math, reading, and social-emotional health, the district wishes to add additional teaching and administrative personnel for the 2021-22 school year to increase social distancing and more effectively meet the needs of students by providing additional one on one and small group instruction as well as support for the social and emotional needs of students. These funds will include literacy support services for professional development.

Communication - Communication with student families and the community is an area where USD 470 can make a vast improvement. During the pandemic, it became evident that communications, especially in the area of ESL homes, was a challenge. We are therefore requesting funds for an app called Talking Points that will allow for more effective translation in communications.

USD 470 wants to extend a thank you for your time and efforts in reviewing this application and assisting us in funding our plan to make a difference in the lives of students.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use both formal and informal assessment data to steer students toward extended learning opportunities such as summer school and areas where PD is needed. These extended learning activities will range from a summer school enrichment model, to camps, band classes, and credit recovery. For communications, the district is basing the need for a new communicative app for use in communicating with families and the community.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



[ESSERII-USD 470 Applicati... \(150 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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.
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- 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.
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- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Will Pfannenstiel
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Date	04/29/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
470	Arkansas City	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
470-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	We plan to add 6 teaching staff in order to reduce class sizes for COVID-related safety particularly in times when teacher absences are impacting students in the classroom. This increase would be spread across the district, adding one staff member per attendance center. Teachers would focus on literacy and math supports in order to provide additional individual and small group instruction.	\$ 292,200	\$ -	\$ 292,200	\$ -	\$ -	003-13690	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22
470-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	These funds will cover the social security portion of the 6 additional staff members needed to increase social distancing and provide increased individual and small group instruction for literacy and math supports.	\$ 22,950	\$ -	\$ 22,950	\$ -	\$ -	003-13870	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22

470-1-003	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	USD 470 plans to hire 1.5 additional assistant principals for the elementary (1) and middle school (.5) levels to increase social distancing and better address student academic, physical, and mental health needs. These positions are necessary due to the increased logistical requirements as well as an anticipated increase in enrollment and a need to more rapidly respond to emotional trauma resulting from the COVID 19 pandemic.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	003-14530	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22; Applicant responded via email (5/13/21): The addition of 1.5 assistance principals will focus on learning recovery due to losses suffered due to the pandemic. Coverage of extended learning opportunities provided to students both during the summer and during the school year; providing professional development of teacher, supervising students and maintaining a positive learning environment; USD 470 Communities that Care survey results shows a substantial need for increased supports to curb depression and suicidal ideation.
470-1-004	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	These funds will cover the social security portion of the 1.5 additional assistant principals needed to increase social distancing and provide logistical and reponse to emotional trauma.	\$ 5,523	\$ -	\$ 5,523	\$ -	\$ -	003-14650	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22
470-1-005	Eligible	Direct Allocation	Support Services (School Administration)	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	These funds will cover the health insurance portion of the additional positions.	\$ 6,570	\$ -	\$ 6,570	\$ -	\$ -	003-14620	Clarification: Fiscal year budget; Applicant responded via email: Applicant requested expenditure move to FY 22

470-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	USD 470 plans to implement equity and inclusion initiatives in the district. The addition of the Talking Points app and other communication tools allow for the district, buildings, and teachers to communicate more effectively with non-English speaking parents and community members. Family engagement and support activities are being planned to assist families as well. Communication with specific subgroups was a challenge during remote and hybrid learning. The Talking Points app will further assist the district in providing social and emotional support to all.	\$ 21,000	\$ 21,000	\$ -	\$ -	\$ -	003-13960	Please provide information on the connect to COVID-19; Applicant responded via email: The Talking Points app is focused on strengthening the connection between teachers and families, especially low-income, non-English speaking households. Due to COVID 19, the district quickly learned that connectivity and communications within these households was a barrier to recapturing COVID caused lost/incomplete learning that presented a challenge to overcome. We know that distance learning cannot work without strong teacher-family communication strategies to overcome language barriers. Through CARES-SPARK the district was successful in greatly increasing our connectivity, leaving a focus on communication. Our district plan has a focus on strengthening these communicative areas for future distance learning scenarios, such as additional remote and hybrid learning brought on by possible new variants of COVID 19 or other instances that would require a move toward other learning models. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
470-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	We plan to purchase a core curriculum resource for structured literacy and social-emotional learning. The resources currently in use are not sufficient to adaptively assess and address individual student intervention programs.	\$ 150,606	\$ 150,606	\$ -	\$ -	\$ -	003-13960	

470-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	The social-emotional needs of students are in need of a systematic approach throughout the district. We are planning to purchase and implement a SEL curriculum to address student needs. This will involve the professional development of staff and contract services for mental health counseling for students.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	003-13960	Please provide additional information regarding the software application as it relates to COVID-19; Applicant responded via email: 470_003-13960_8 was listed for structured literacy programs that is all encompassing including social emotional learning (SEL) but did not include the fee for the SEL materials. 470_003-13960_10 includes the fees for the SEL part of the curricular package that also includes the professional development of staff and contract services for mental health counseling for students.
470-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to pay for additional salaries/expenses for staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Teaching Personnel required (All Levels) - Teachers (34), Coordinator (1), Counselors (2).	\$ 152,628	\$ 152,628	\$ -	\$ -	\$ -	003-13690	

470-1-010	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to pay for additional salaries/expenses for non certified staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0), Non-certified Personnel required: Student Assistant Team members and bilingual aides (24).	\$ 48,114	\$ 48,114	\$ -	\$ -	\$ -	003-13840	
470-1-011	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to pay for additional salaries/expenses for administrative staff associated with summer extended learning including social security contribution. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0). Elementary Administrative Personnel required (3).	\$ 12,618	\$ 12,618	\$ -	\$ -	\$ -	003-14530	

470-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to cover additional learning materials, Greenbush camp fees, and PPE/sanitation supplies associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 18,575	\$ 18,575	\$ -	\$ -	\$ -	003-13960	
470-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Energy	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Used to cover additional utilities associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 6,065	\$ 6,065	\$ -	\$ -	\$ -	003-14740	

470-1-014	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Extended Learning: Use to offset additional salaries for transportation personnel (Drivers) associated with summer extended learning. Number of days for Extended Learning - Summer School/Teacher Planning Days: Elementary (24/8), Middle School (24/8), High School (30/4), High School Credit Recovery courses (20/4), Greenbush Camps (9/0), Summer Band (15/0).	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	003-14830	
470-1-015	Eligible	Direct Allocation	Instruction	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	Greenbush Literacy Support Services	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	003-13930	Please provide additional information how the literacy services are related to COVID-19; Moved to FY 22 per Applicant's request. Applicant responded via email: However, due to and during the COVID 19 pandemic, USD 470, while teaching in remote and hybrid formats, found that pedagogical constructs were less successful in filling these learning gaps. In many cases our data reflects that there actually are increases in the learning gaps for students created by the loss of quality on-site instruction time with teachers. Filling the learning gaps of our students will require additional instruction time and new resources and supports going forward. The Greenbush Literacy Support Service will support literacy instruction, approaches, methodologies and provide literacy resources for educators and families. Resources provided include: instructional coaching and support, literacy resources for educators, and literacy resources for families with a goal of engaging families in joining the process, sharing family literacy data, and empowering families as readers.



XxQjQwqL

512_Shawnee Mission_ESSER II Plan_0501

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 | Shawnee Mission

Applicant / Mailing Address

| 8200 W 71st Street

Applicant / First and Last Name of Owner, CEO, or Executive Director | Michael Fulton

Applicant / Email Address of Owner, CEO, or Executive Director | mikefulton@smsd.org

Applicant / Phone Number | 9139936476

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) | 48-0764907

Applicant / Website Address (if applicable) | www.smsd.org

Application details

Full District Name	Shawnee Mission School District
District Number	512
Mailing Address Street Address	8200 W 71st Street
Mailing Address City	Shawnee Mission
Mailing Address Zip Code	66204
Authorized Representative of the District Name	Dr. Michelle Hubbard
Authorized Representative of the District Position or Title	Deputy Superintendent
Authorized Representative of the District Email Address	MichelleHubbard@smsd.org
Authorized Representative of the District Phone Number	+19139936416
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	allisonstaroski@smsd.org
Other District Representative 2 Email Address	ruscknapp@smsd.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

On April 12, 2021 the SMSD Board of Education was presented a comprehensive report detailing the impact of COVID 19 on SMSD's 26,000 students. The report identifies specific areas where disparate COVID-19 data exist for specific groups. For purposes of this application, disparate impact is defined as a substantial negative difference in data from a "normal" base-line year compared to data observed during the pandemic. Disparate data are evident with the following student groups (white, black, hispanic, ELL, SPED, free/reduced lunch) and specific areas (mathematics, english language arts, course failure rates, chronic absenteeism).

Anecdotal information observed by staff regarding the emotional impact of the pandemic on students and their families indicate clear need for social-emotional supports. Baseline data on social-emotional wellness are not available. These data were in the process of being collected during the 2019-20 school year. Spring 2020 data collection was disrupted by the pandemic. The same was true for student data associated with the district's diversity, equity and inclusion (DEI) initiative which is designed to support student development of personalized learning plans that prepare them to be college/career ready and graduate with the interpersonal skills they need for life success. Regardless, measures for these areas are in place and progress will be publicly reported as part SMSD's on-going program evaluation process.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

| The remaining funds available for ESSER I have been set aside for non-public schools.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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.

All expenditures directly support areas and groups disparately as noted in section 1. The expenditures emphasize the importance of careful diagnosis of student learning needs. Teachers served on committees designed to develop and monitor planned expenditures provided by ESSER II. The following expenditures are designed to directly support disparate impact as follows.

Planned expenditures related to academic support include a commitment to hiring more elementary teachers and ten math teachers at middle and high school. This will reduce class sizes and increase opportunities for personalized attention to student learning. Plans also include hiring additional Instructional Coaches who provide job-embedded professional learning. With this addition, ALL staff will have full-time access to an instructional coach. This includes instructional coaching and English language support with our early childhood programs. We will also expand and enhance intervention resources for reading and math support at the secondary level, particularly where students may be at-risk for course failure and/or for not graduating on time. Plans include resources for professional learning designed to accelerate engagement with RTI and PLC protocols and resources for Pre-K-12. Finally, academic-focused expenditures will be allocated to provide scholarships for district provided summer programs, ensuring equitable access to these opportunities.

Planned expenditures related to social/emotional wellness include the addition of seven social worker positions and four high school counseling positions. These plans also include support for dedicated building substitutes so that teacher teams have increased flex time to collaborate to diagnose student needs and plan for instruction and intervention. Dedicated building subs will also have had time to develop relationships with students so that high-quality instruction and support continues even in the teacher's absence.

Finally, planned expenditures for HVAC are intended to improve indoor air quality in designated buildings.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?


The district will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include mathematics, English language arts, course failure rates, and chronic absenteeism. Academic performance will primarily be measured using NWEA MAP growth data with supporting measures such as results from the Kansas Assessments and the ACT. Academic and social/emotional effects will also be reflected through monitoring of attendance data (chronic absenteeism) and graduation rates. Determination of social and emotional impacts will be evaluated through surveys, as well as anecdotal feedback from staff, students, and parents.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.


512 ESSER II Plan 0505.xl... (148 KiB download)

XLSX

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
 - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
- (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
- 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
- (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
- (b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
- (Authority: 20 U.S.C. 1221e-3 and 3474)
- 34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
- A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- 34 CFR §76.701 The State or subgrantee administers or supervises each project.
- A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Michelle Hubbard
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Date	05/05/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
512	Shawnee Mission Public Schools	May 18, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
512-1-001	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	7 Elementary Social Workers	\$ 572,000	\$ 572,000	\$ -	\$ -	\$ -	109-6116-2110-905-00000	Detailed use of funds in narrative in the common app.
512-1-002	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	4 High School Counselors	\$ 372,000	\$ 372,000	\$ -	\$ -	\$ -	109-6116-2120-905-0000	Detailed use of funds in narrative in the common app.
512-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	18 Elementary teachers to reduce class sizes	\$ 1,404,000	\$ 1,404,000	\$ -	\$ -	\$ -	109-6111-1100-905-00000	Detailed use of funds in narrative in the common app.
512-1-004	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	54 building substitutes	\$ 2,160,000	\$ 2,160,000	\$ -	\$ -	\$ -	109-6150-1000-905-00000	Detailed use of funds in narrative in the common app.
512-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	10 Secondary math teachers	\$ 780,000	\$ 780,000	\$ -	\$ -	\$ -	109-6110-1300-905-0000	Detailed use of funds in narrative in the common app.

512-1-006	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Elementary instructional materials	\$ 675,000	\$ 675,000	\$ -	\$ -	\$ -	109-6610-1100-905-00000	Detailed use of funds in narrative in the common app.
512-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Middle school instructional materials	\$ 675,000	\$ 675,000	\$ -	\$ -	\$ -	109-6610-1200-905-00000	Detailed use of funds in narrative in the common app.
512-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	High school instructional materials	\$ 675,000	\$ 675,000	\$ -	\$ -	\$ -	109-6610-1300-905-00000	Detailed use of funds in narrative in the common app.
512-1-009	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Improving indoor air quality	\$ 2,300,500	\$ 2,300,500	\$ -	\$ -	\$ -	109-6450-4700-905-00000	Requested more details of expenditures, district provided the following information: Improving indoor air quality - Replace end of life air handling units, rooftop units and unit ventilators. Detailed use of funds in narrative in the common app. Allowable if CDC guidelines are met.
512-1-010	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	6.5 elementary instructional coaches	\$ 500,500	\$ 500,500	\$ -	\$ -	\$ -	109-6111-2200-905-00000	Detailed use of funds in narrative in the common app.

512-1-011	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology needs	\$ 450,463	\$ 450,463	\$ -	\$ -	\$ -	109-6730-1000-905-00000	Requested more details of expenditures, district provided the following information Technology needs - MacBooks/iPads for additional staff and Webex boards for schools for remote preparedness. Detailed use of funds in narrative in the common app. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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ESSER II Overview and Table of Contents

	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced- Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	105	Rawlins County	344	51%	\$ 245,844	\$ 234,000	95%	\$ 234,000	100%	\$ 680
2	108	Washington Co. Schools	369	53%	\$ 259,823	\$ 166,020	64%	\$ 166,020	100%	\$ 450
3	109	Republic County	489	50%	\$ 321,806	\$ 321,707	100%	\$ 321,707	100%	\$ 658
4	202	Turner-Kansas City	3,865	71%	\$ 4,211,442	\$ 4,211,442	100%	\$ 4,211,442	100%	\$ 1,090
5	209	Moscow Public Schools	134	62%	\$ 88,010	\$ 62,301	71%	\$ 62,301	100%	\$ 465
6	214	Ulysses	1,567	64%	\$ 1,091,201	\$ 133,010	12%	\$ 133,010	100%	\$ 85
7	233	Olathe	28,828	25%	\$ 8,542,416	\$ 8,534,450	100%	\$ 8,534,450	100%	\$ 296
8	251	North Lyon County	346	42%	\$ 223,319	\$ 223,319	100%	\$ 223,319	100%	\$ 645
9	253	Emporia	4,260	58%	\$ 2,757,581	\$ 177,650	6%	\$ 177,650	100%	\$ 42
10	268	Cheney	777	26%	\$ 229,700	\$ 208,280	91%	\$ 208,280	100%	\$ 268
11	273	Beloit	782	42%	\$ 540,943	\$ 540,943	100%	\$ 540,943	100%	\$ 692
12	274	Oakley	452	42%	\$ 228,873	\$ 228,873	100%	\$ 228,873	100%	\$ 506
13	286	Chautauqua Co Community	360	64%	\$ 404,121	\$ 181,000	45%	\$ 181,000	100%	\$ 503
14	288	Central Heights	489	49%	\$ 343,315	\$ 231,828	68%	\$ 231,828	100%	\$ 474
15	294	Oberlin	366	50%	\$ 286,785	\$ 286,785	100%	\$ 286,785	100%	\$ 784
16	305	Salina	6,941	58%	\$ 6,079,698	\$ 6,079,698	100%	\$ 6,079,698	100%	\$ 876
17	306	Southeast Of Saline	649	21%	\$ 193,760	\$ 193,760	100%	\$ 193,760	100%	\$ 299
18	312	Haven Public Schools	769	40%	\$ 494,609	\$ 261,053	53%	\$ 261,053	100%	\$ 339
19	325	Phillipsburg	586	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	100%	\$ 543
20	333	Concordia	1,088	52%	\$ 692,476	\$ 692,476	100%	\$ 692,476	100%	\$ 636
21	353	Wellington	1,442	53%	\$ 1,180,206	\$ 571,280	48%	\$ 571,280	100%	\$ 396
22	368	Paola	1,775	33%	\$ 1,150,333	\$ 1,150,333	100%	\$ 1,150,333	100%	\$ 648
23	382	Pratt	1,255	47%	\$ 785,949	\$ 734,076	93%	\$ 734,076	100%	\$ 585
24	386	Madison-Virgil	229	46%	\$ 204,001	\$ 30,000	15%	\$ 30,000	100%	\$ 131
25	393	Solomon	365	55%	\$ 183,009	\$ 102,970	56%	\$ 102,970	100%	\$ 282
26	399	Paradise	104	63%	\$ 144,332	\$ 59,487	41%	\$ 59,487	100%	\$ 572
27	402	Augusta	2,084	37%	\$ 975,501	\$ 839,721	86%	\$ 839,721	100%	\$ 403
28	409	Atchison Public Schools	1,616	58%	\$ 1,612,474	\$ 1,170,988	73%	\$ 1,170,988	100%	\$ 725
29	416	Louisburg	1,701	19%	\$ 458,439	\$ 458,439	100%	\$ 458,439	100%	\$ 270
30	437	Auburn Washburn	5,998	30%	\$ 1,946,086	\$ 1,540,590	79%	\$ 1,540,590	100%	\$ 257
31	450	Shawnee Heights	3,665	36%	\$ 1,244,108	\$ 1,244,108	100%	\$ 1,244,108	100%	\$ 339
32	453	Leavenworth	3,612	50%	\$ 4,544,307	\$ 3,273,910	72%	\$ 3,273,910	100%	\$ 906
33	464	Tonganoxie	1,862	25%	\$ 627,330	\$ 616,701	98%	\$ 616,701	100%	\$ 331
34	480	Liberal	4,626	82%	\$ 4,638,494	\$ 1,385,047	30%	\$ 1,385,047	100%	\$ 299
35	483	Kismet-Plains	603	75%	\$ 589,038	\$ 589,038	100%	\$ 589,038	100%	\$ 977
36	489	Hays	3,222	38%	\$ 1,635,951	\$ 1,635,951	100%	\$ 1,635,951	100%	\$ 508
37	497	Lawrence	11,473	31%	\$ 6,039,481	\$ 6,039,481	100%	\$ 6,039,481	100%	\$ 526
38	498	Valley Heights	400	52%	\$ 285,058	\$ 285,058	100%	\$ 285,058	100%	\$ 713
39	499	Galena	791	60%	\$ 846,712	\$ 788,062	93%	\$ 788,062	100%	\$ 996
40	502	Lewis	108	62%	\$ 74,591	\$ 74,591	100%	\$ 74,591	100%	\$ 691
41	506	Labette County	1,467	59%	\$ 1,298,287	\$ 1,298,287	100%	\$ 1,298,287	100%	\$ 885
42	508	Baxter Springs	895	53%	\$ 868,582	\$ 847,902	98%	\$ 847,902	100%	\$ 947
Total			102,754	41%	\$ 58,885,907	\$ 48,022,531	82%	\$ 48,022,531	100%	\$ 467



wgGXLmyw

USD 105 Rawlins County_ESSER II Plan_0521

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 105 Rawlins County

Applicant / Mailing Address

205 North 4th Street, Suite 1
Atwood, Kansas
67730

Applicant / First and Last Name of Owner, CEO, or Executive Director | Eric Stoddard

Applicant / Email Address of Owner, CEO, or Executive Director | estoddard@usd105.org

Applicant / Phone Number | 7856263236

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Website Address (if applicable) | www.usd105.org

Applicant / Mission Statement (if applicable)

USD #105 MISSION STATEMENT
Unified School District #105 shares responsibility with students, staff and the community in providing

a positive learning environment, within the financial means of the district that will allow all students to gain lifelong learning skills necessary to become productive and responsible members of an everchanging society.

Application details

Full District Name	Rawlins County Public Schools
District Number	105
Mailing Address Street Address	205 North 4th Street, Suite 1, Atwood, KS
Mailing Address City	Atwood
Mailing Address Zip Code	67730
Authorized Representative of the District Name	Eric Stoddard
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	estoddard@usd105.org
Authorized Representative of the District Phone Number	+17856263236
Would you like to add additional district representatives to the application?	Yes
Other District Representative 1 Email Address	wdreyer@usd105.org
Other District Representative 2 Email Address	egreen@usd105.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 105 has had a difficult year related to COVID. Rawlins was the second to last county in Kansas to have a COVID case, but it hit our school district and community in September. As a result, we have seen an increased amount of students who are struggling with their mental health. The pandemic has impacted our students with evidence of lower reading scores for our students. As a result of remote learning, we have learned how the increased usage has tested the technological capabilities of our district, including our Smartboards and teacher computers. Also, as a result of the free lunches and breakfast, we have seen a reduction in the amount of students who qualified for at-risk funding as a result of fewer families filling out the lunch applications. We have also seen a reduction of our enrollment by 24 students.

Does the district have remaining ESSER I funding that it has not yet spent as of	No
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the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district proposes to use its ESSER II direct district allocation to address incremental COVID-19 needs:

1. USD 105 has added an At-Risk teacher for the 2020-21 school year in our Elementary School to address learning loss in students. We will pay the remainder of her salary for fiscal 2021 and 2022 school years.

2. USD 105 will implement a new Social-Emotional Program called Second Step to address learning the Social-Emotional needs of our students.

3. USD 105 is implementing a new ELA program to address reading learning loss of our elementary students.

4. USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers.

5. USD 105 is implementing a summer learning program to address learning loss of our students.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 105 will determine the impact of the ESSER II direct district allocation expenditures by using our data from our learning assessments and the social-emotional surveys taken by our students and families.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


XLSX

[105_RawlinsCounty_EsserII... \(153 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service

delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

| Eric Stoddard

Date

| 05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
105	Rawlins County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
105-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	1. USD 105 has added an At-Risk teacher for the 2020-21 school year in our Elementary School to address learning loss in students. We will pay the remainder of her salary for fiscal 2021 and 2022 school years.	\$ 79,000	\$ 25,000	\$ 54,000	\$ -	\$ -	7	
105-1-002-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	USD 105 will implement a new Social-Emotional Program called Second Step to address learning the Social-Emotional needs of our students. As a result of the pandemic, USD 105 has seen an increased number of students having mental health challenges. Our community has seen an increased number of suicides and our students are having an increased need for social-emotional support.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	

105-1-003-20210608	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	USD 105 is implementing a new ELA curriculum, Reach for Reading, to address reading learning loss of our elementary students. Through our assessments at the Elementary School, USD 105 has seen an increased number of students who are not a reading level, have decreased phonics skills, fluency, and comprehension. USD 105 will use the curriculum for whole classroom instruction, along with small group intervention for students not meeting learning expectations and ELL students.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	7	
105-1-004-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

105-1-005-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
105-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 105 is implementing a summer learning program to address learning loss of our students.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	Per applicant, For RCES, our summer program is going to be two sessions, two weeks in length for each session. The first session is June 1st-11th and the second is July 26th-August 6th. We are anticipating 40 students in our program, along with 5 staff members. These funds will be used to pay the staff members for their time, along with any materials needed for the summer program.



PLRZZgnG

108_Washington County_ESSER II Plan_0518

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 108 Washington County Schools
Applicant / Mailing Address	101 W College St, Washington, KS 66968
Applicant / First and Last Name of Owner, CEO, or Executive Director	Denise O'Dea
Applicant / Email Address of Owner, CEO, or Executive Director	dodea@usd108.org
Applicant / Phone Number	7853252261

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	841706730
Fiscal Agent / Name (if applicable)	Amy Anderson
Fiscal Agent / Email (if applicable)	aanderson@usd108.org
Fiscal Agent / Mailing Address (if applicable)	101 W College St, Washington, KS 66968

Application details

Full District Name	Washington County Schools
District Number	108
Mailing Address Street Address	101 W College St
Mailing Address City	Washington
Mailing Address Zip Code	66968
Authorized Representative of the District Name	Denise O'Dea
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dodea@usd108.org
Authorized Representative of the District Phone Number	+17853252261
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	aanderson@usd108.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid has impacted all learners in the district. On our winter Fastbridge assessments 55% of all students were categorized as either some at-risk or high at-risk in either reading or math, or both.

The 10% of our students classified as ELL were disproportionately impacted by an interruption in school services. Over 90% of these students are classified as some or high risk on Fastbridge reading and math assessments. In addition, about 75% of our ELL families lack internet connection in their homes, so remote learning can be a challenge. Research tells us these students need both summer remediation and enrichment programs.

Our at-risk student population is around 60%, depending on the situation putting them at-risk. These students also fell further behind over last March-May and the summer months of 2020. Over 55% of these students are classified as some or high risk on Fastbridge reading and math assessments. Research tells us these students need both summer remediation and enrichment programs.

Covid also made us acutely aware of the social-emotional needs of students and families in poverty. These students suffered from a lack of connection to caring adults and these families lack the ability to access community resources that are available to support them.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Our remaining ESSER I Funds will be spent on salaries and instructional supplies for extended learning opportunities for students before, during, and after school currently underway. We will also continue to buy sanitizing materials and equipment to clean throughout the rest of this year and through the summer.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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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.

2020 Summer School - Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 40 out of 122 students in grades K-3. Data from FastBridge assessment was used to determine the neediest students – those who scored at or below the 50th percentile in reading and/or math. Two licensed teachers will work with students in small groups to improve these skills. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well. Our Accellus program is available to any 7-12 student who needs to take additional classes or retake classes.

2021-22 Elementary Counselor – This newly created full-time position will address the social/emotional needs of our students, which have been exacerbated by the pandemic. Approximately 53% of our elementary students are on free/reduced meals and 30% come from single-parent households.

2021-22 Elementary Student Support Teacher Aide – This full-time position will help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Using FastBridge and pre- and post-summer school data we anticipate 20 students will benefit from this position.

2021-22 Secondary At-Risk Instructor – Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more. This full-time instructor will develop both temporary and permanent learning goals and plans for these students.

2020 Standards Based Grading – This need was exposed during remote learning when discrepancies in our standards were realized. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.

2021-22 Greenbush Service Center Services – These consortium services will provide further professional development for staff and administrators: Allowable use #3 – Administrative Services; #8 – Ed Tech Academy and School Improvement Services; #10 – Crisis Prevention and Response.

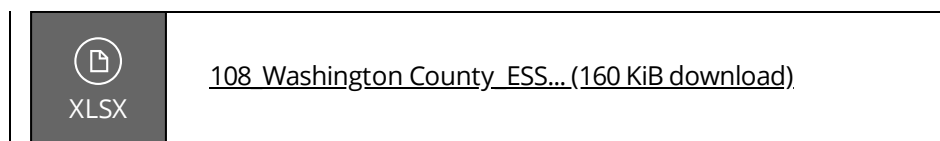
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine impact, we will analyze fall 21 FastBridge data to assess if our program reduced summer learning loss in reading and math. We will also survey students and parents who were served in summer school to determine their level of satisfaction. Lastly, we will ask teachers to keep learning logs on students to document their progress.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

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- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
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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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Denise O'Dea
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Date	05/18/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
108	Washington Co. Sch	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
108-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.	\$ 7,045	\$ -	\$ 7,045	\$ -	\$ -	22-230-1000-110	2021 Summer School -Teacher Salaries- Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 40 out of 122 students in grades K-3. Data from FastBridge assessment was used to determine the neediest students – those who scored at or below the 50th percentile in reading and/or math. Two licensed teachers will work with students in small groups to improve these skills. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well.
108-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - Employer's Social Security Contribution	\$ 437	\$ -	\$ 437	\$ -	\$ -	22-230-1000-220	2021 Summer School Teacher-Social Security
108-1-003-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.- Employer's Medicare Contribution	\$ 102	\$ -	\$ 102	\$ -	\$ -	22-230-1000-221	2021 Summer School Teachers-Medicare Tax

108-1-004-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - State Unemployment Contribution	\$ 7	\$ -	\$ 7	\$ -	\$ -	22-230-1000-250	2021 Summer School Teachers-Unemployment
108-1-005-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students	\$ 932	\$ -	\$ 932	\$ -	\$ -	22-230-2200-120	Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 10 ELL students in grades K-6. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well since 10% of our students classified as ELL were disproportionately impacted by the COVID related interruption in school services. 1 teacher, currently working on certification- Phone call 5/26/2021
108-1-006-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Social Security Contribution	\$ 58	\$ -	\$ 58	\$ -	\$ -	22-230-2200-220	2021 Summer School ELL teacher social security
108-1-007-20210608	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Medicare Contribution	\$ 14	\$ -	\$ 14	\$ -	\$ -	22-230-2200-221	2021 Summer School ELL teacher medicare

108-1-008-20210608	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - State Unemployment Contribution	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-230-2200-250	2021 Summer School ELL teacher unemployment
108-1-009-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time.	\$ 41,411	\$ -	\$ 41,411	\$ -	\$ -	22-230-2200-120	Salary- One full time para will help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Using FastBridge and pre- and post-summer school data we anticipate 20 students will benefit from this position.
108-1-010-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time. Employer's Social Security Contribution	\$ 2,567	\$ -	\$ 2,567	\$ -	\$ -	22-230-2200-220	One full time student support para social security
108-1-011-20210608	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time. Employer's Medicare Contribution	\$ 600	\$ -	\$ 600	\$ -	\$ -	22-230-2200-221	One full time student support para medicare
108-1-012-20210608	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time. State Unemployment Contribution	\$ 41	\$ -	\$ 41	\$ -	\$ -	22-230-2200-250	One full time student support para unemployment

108-1-013-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic.	\$ 43,200	\$ -	\$ 43,200	\$ -	\$ -	22-230-1000-110	Salary- One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19
108-1-014-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. Employer's Social Security Contribution	\$ 2,678	\$ -	\$ 2,678	\$ -	\$ -	22-230-1000-220	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19 Social Security
108-1-015-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. - Employer's Medicare Contribution	\$ 626	\$ -	\$ 626	\$ -	\$ -	22-230-1000-221	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19 medicare
108-1-016-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. - State Unemployment Contribution	\$ 43	\$ -	\$ 43	\$ -	\$ -	22-230-1000-250	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19 Unemployment
108-1-017-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. - Employee Insurance Benefits	\$ 9,011	\$ -	\$ 9,011	\$ -	\$ -	22-230-1000-210	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID health insurance
108-1-018-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes.	\$ 25,668	\$ -	\$ 25,668	\$ -	\$ -	22-210-1000-110	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher salary

108-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Social Security Contributions	\$ 1,591	\$ -	\$ 1,591	\$ -	\$ -	22-210-1000-220	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher social security
108-1-020-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Medicare Contributions	\$ 372	\$ -	\$ 372	\$ -	\$ -	22-210-1000-221	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher medicare
108-1-021-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher to develop learning goals and plans for students who are failing one or more classes. State Unemployment Contributions	\$ 26	\$ -	\$ 26	\$ -	\$ -	22-210-1000-250	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes.
108-1-022-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employee Insurance Benefits	\$ 9,011	\$ -	\$ 9,011	\$ -	\$ -	22-210-1000-210	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher unemployment

108-1-023-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.	\$ 8,792	\$ 8,792	\$ -	\$ -	\$ -	22-230-1000-110	10 K-6 Teachers Salary- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.
108-1-024-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Social Security Contributions	\$ 545	\$ 545	\$ -	\$ -	\$ -	22-230-1000-220	10 K-6 Teachers Social Security- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.
108-1-025-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Medicare Contributions	\$ 127	\$ 127	\$ -	\$ -	\$ -	22-230-1000-221	10 K-6 Teachers Medicare- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.
108-1-026-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - State Unemployment Contributions	\$ 9	\$ 9	\$ -	\$ -	\$ -	22-230-1000-250	0 K-6 Teachers Unemployment- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.

108-1-027-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EdTech Academy consortium fees to further staff development. EdTech Academy provides on-demand professional development that is personally aligned to each staff member to directly affect EACH student. If a student has fallen behind in a particular area due to time away from the classroom because of the COVID pandemic, a teacher is able to access the wide variety of topics and discover some personal help for the student.	\$ 318	\$ -	\$ 318	\$ -	\$ -	22-210-1000-300	Secondary Staff Professional Development
108-1-028-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EdTech Academy consortium fees to further staff development. EdTech Academy provides on-demand professional development that is personally aligned to each staff member to directly affect EACH student. If a student has fallen behind in a particular area due to time away from the classroom because of the COVID pandemic, a teacher is able to access the wide variety of topics and discover some personal help for the student.	\$ 282	\$ -	\$ 282	\$ -	\$ -	22-230-1000-300	Elementary School Staff PD

108-1-029-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and providing educational services consistent with applicable requirements	School Improvement Services consortium fees to further staff development. School Improvement Services provides a wide variety of services that can be used to directly support students who have fallen behind due to the pandemic. It supports teachers with standards based grading practices so all students-regardless of time away from the classroom- are getting the same education benefits and are being assessed on the same standards.	\$ 3,104	\$ -	\$ 3,104	\$ -	\$ -	22-210-1000-300	Elementary School Staff PD
108-1-030-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and providing educational services consistent with applicable requirements	School Improvement Services consortium fees to further staff development.School Improvement Services provides a wide variety of services that can be used to directly support students who have fallen behind due to the pandemic. It supports teachers with standards based grading practices so all students-regardless of time away from the classroom- are getting the same education benefits and are being assessed on the same standards.	\$ 3,951	\$ -	\$ 3,951	\$ -	\$ -	22-230-1000-300	Secondary Staff Professional Development

108-1-031-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services consortium fees to further staff development. Provides support of the superintendent and building principals with weekly meetings that address COVID related concerns and helping ALL students succeed during this trying time.	\$ 594	\$ -	\$ 594	\$ -	\$ -	22-210-1000-300	Elementary School -Supporting administration with the COVID mitigation process
108-1-032-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services consortium fees to further staff development. Provides support of the superintendent and building principals with weekly meetings that address COVID related concerns and helping ALL students succeed during this trying time.	\$ 756	\$ -	\$ 756	\$ -	\$ -	22-230-1000-300	Secondary School- Supporting administration with the COVID mitigation process
108-1-033-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Crisi Prevention & Response Services consortium fees to further staff development. This will provide support to our district as we rewrite our current Crisis Plan to NOW address pandemic concerns and ways to keep our students safe during this period of time and beyond. It will also provide support for our students' and staff's social emotional issues that have arisen due to isolation issues the pandemic has caused.	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	22-210-1000-300	District Wide Training for all staff



erpKQIOv

109_Republic County_ESSER II Plan_0429

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Republic County USD 109

Applicant / Mailing Address

1205 19th Street
Belleville, KS 66935

Applicant / First and Last Name of Owner, CEO, or Executive Director | Larry Lyder

Applicant / Email Address of Owner, CEO, or Executive Director | llyder@usd109.org

Applicant / Phone Number | 785-527-5621

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 37-1523428

Applicant / Website Address (if applicable) | www.usd109.org

Fiscal Agent / Name (if applicable) | Darice Wilkinson

Fiscal Agent / Email (if applicable) | dwilkinson@usd109.org

Application details

Full District Name	Republic County
District Number	109
Mailing Address Street Address	1205 19th
Mailing Address City	Belleville
Mailing Address Zip Code	66935
Authorized Representative of the District Name	Larry Lyder
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	llyder@usd109.org
Authorized Representative of the District Phone Number	+17855275261
Would you like to add additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impacts of COVID-19 on our students range vastly from student to student as well in the nature of the impact from social-emotional to academic learning loss. Republic County does not have a diverse student population other than social-economic variants. The stress that we see in some families due to the results of the COVID-19 pandemic carries over to the students when they enter our buildings everyday. Additionally, we are seeing a huge need for early childhood care and programming in our community. Many daycares closed over the previous year due to kids not attending either from parents not working or isolation of students. We know that we need to provide some interventions and additional instructional support at the elementary level due to both the academic learning loss and social-emotional needs. At our junior/senior high the need is also present to address both areas of need. Without a school nurse, the district struggled through the year with facilitating the illness and monitoring students. Cost impacts on the district include the need for a nurse, additional staff to assist with small group instruction to close the academic loss, training for our building and teacher leaders on how lead through change, the expense of teachers outside their contract developing and redesigning curriculum and the need for a summer program to really address the needs of students in the areas of academic loss and social emotional.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

To address the academic learning loss, social emotional needs, leadership challenges and monitoring health/illness situations, the district plans to utilize the ESSER II funds in the following ways:

1. Continue to pay for our new school nurse through the year 2021-2022 that we hired in April with ESSER 1 funds.
2. Pay for summer programming to address skills, enrichment and social emotional learning for students. This will include teacher/para salaries, transportation, supplies and other expenses.
3. Providing Adaptive Schools training to our teacher leaders and administrators to provide them with the tools and skills necessary to lead through the unprecedented changes.
4. Hire a student support specialist at our elementary to provide additional tiered support in academics and social-emotional learning to help close the academic learning loss gap.
5. Provide time and payment for outside of the teachers' contract to redesign high school math scope and sequence to provide the necessary levels of intervention and curriculum placement to address the learning gaps in high school math.
6. Provide time and payment for outside of the teachers' contract to redesign junior and senior high school seminar time and curriculum to provide the necessary levels of intervention and curriculum to address the social emotional learning needs of the students and provide additional academic support.
7. Hire an additional 1st grade teacher due to larger than normal incoming class (51 students) to help provide for social distancing in COVID-19 safety protocols, as well as, maintain a lower teacher-student ratio to help with instruction of struggling students.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district staff will continue to monitor our local assessments, Fastbridge, state assessments, ACT/Aspire and other assessments. Absentees and discipline referrals will be looked at along with counselor notes for the social emotional impact.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


XLSX

109_RepublicCounty_ESSER... (159 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in

liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature		Larry L Lyder
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Date		04/29/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
109	Republic County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
109-1-001-20210608	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Republic County USD 109 has not had a School Nurse previously. We have hired one starting in April using ESSER 1 funds and plan to continue the position into the future. The nurse will assist the strategic planning and implementing of COVID prevention in our school facilities while helping to monitor and direct safety protocols, wellness and health of students and staff in our district.	\$ 47,500	\$ -	\$ 47,500	\$ -	\$ -	92.2130.110.000	
109-1-002-20210608	Eligible	Direct Allocation	Health Services	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Health Insurance for new school nurse	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.2130.210.000	
109-1-003-20210608	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social Security tax for a new school nurse	\$ 2,950	\$ -	\$ 2,950	\$ -	\$ -	92.2130.220.000	

109-1-004-20210608	Eligible	Direct Allocation	Health Services	Medicare - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Medicare tax for new school nurse	\$ 690	\$ -	\$ 690	\$ -	\$ -	92.2130.225.000	
109-1-005-20210608	Eligible	Direct Allocation	Health Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment tax for new school nurse	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.2130.250.000	

109-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The Elementary Support Specialist at East Elementary in Republic County USD 109 will start in the 2021-2022 school year. The individual will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for our elementary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.	\$ 47,500	\$ -	\$ 47,500	\$ -	\$ -	92.1000.110.300	
109-1-007-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health Insurance for New Elementary Support Specialist	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.1000.210.000	
109-1-008-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security Tax New Elementary Support Specialist	\$ 2,950	\$ -	\$ 2,950	\$ -	\$ -	92.1000.220.000	

109-1-009-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Medicare Tax for New Elementary Support Specialist	\$ 690	\$ -	\$ 690	\$ -	\$ -	92.1000.225.000	
109-1-010-20210608	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	1A. Any activity authorized by the Elementary and	Unemployment Tax New Elementary Support Specialist	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.1000.250.000	
109-1-011-20210608	Eligible	Direct Allocation	Instruction	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Adaptive Schools Collaborative Training- The professional development will be provided to our DLT(12 teachers) and administrators (4 administrators) for the Adaptive Schools Foundation Seminar and 1 Administrator to attend the Advance Seminar for Adaptive Schools. This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. Future Ready Schools workshop will also be attended by a couple of administrators. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.	\$ 4,850	\$ 1,100	\$ 3,750	\$ -	\$ -	92.1000.320.000	
109-1-012-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Teacher Stipend for Adaptive School Training for time outside of their contract time. 12 teachers for 4 days.	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	92.1000.110.000	

109-1-013-20210608	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	3. Providing principals and other school leaders with resources to address individual school needs	Supplies/Materials/Meals/Travel Expenses for Adaptive Schools Foundation and Advanced Training	\$ 3,250	\$ 750	\$ 2,500	\$ -	\$ -	92.1000.600.000	
109-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	As we have seen a drop in our high school students math skills since the pandemic began, two high school math teachers will work 10 days to redesign the scope and sequence for our high school math curriculum. Additionally, they will focus on our tiered classes of Algebra 1A and 1B to incorporate additional interventions for those students who show an academic loss/lag in their math skills. This is time outside their contract time working on curriculum and intervention development.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	92.1000.110.300	
109-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Jr/Sr High Teachers (15 total) will be collaborating this summer for 5 days to redesign the scope and sequence of our daily seminar period. The focus of seminar will be to include social emotional lessons and a support system for students academically. Restructuring seminar to utilize time for addressing learning loss and social emotional gaps caused by COVID.	\$ 18,750	\$ -	\$ 18,750	\$ -	\$ -	92.1000.1110.205	

109-1-016-20210608	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Supplies and Materials for Summer School (SLAM) at East Elementary. As our SLAM program is new this summer and still in planning and development stages, this is currently an estimate of our needs. Items will be anything from instructional classroom supplies including STEM, possible intervention curriculum, field trip admissions, etc. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic.	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	92.1000.600.000	Updated Cost for Summer School Supplies (email, 5/17/21)
109-1-017-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teacher Salaries-We will have two co-directors that will also serve as teachers during our East Elementary SLAM (Summer Learning and More). Additionally, we plan on approximately 100 students in attendance and 5 teachers beyond the 2 co-directors/teachers. East Elementary SLAM will run for four weeks for five days each week. Reading and Math skills will be addressed based on the end of the year Fastbridge data. Additionally, there will be STEM and Physical Education portions to the SLAM day. Each Friday, of the week will be a field trip to culminate the learning activities from the week into a real life learning experience.	\$ 48,800	\$ 12,200	\$ 36,600	\$ -	\$ -	92.1000.110.300	Updated Cost for Summer School (email 5/17/21)
109-1-018-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for Summer Teacher Salaries	\$ 3,130	\$ 750	\$ 2,380	\$ -	\$ -	92.1000.220.000	Updated Cost for Summer School (email 5/17/21)

109-1-019-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Summer Teacher Salaries	\$ 740	\$ 190	\$ 550	\$ -	\$ -	92.1000.250.000	Updated Cost for Summer School (email 5/17/21)
109-1-020-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Summer School Teacher Salaries	\$ 75	\$ 20	\$ 55	\$ -	\$ -	92.1000.222.000	Updated Cost for Summer School (email 5/17/21)
109-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Para Salaries-Four paras will join the instructional staff for the East Elementary SLAM program to help with individual student instruction and program operations. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic.	\$ 13,000	\$ 3,250	\$ 9,750	\$ -	\$ -	92.1000.120.000	Updated Cost for Summer School (email 5/17/21)
109-1-022-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Tax for Summer School Paras	\$ 810	\$ 205	\$ 605	\$ -	\$ -	92.1000.220.000	Updated Cost for Summer School (email 5/17/21)
109-1-023-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Summer School Paras	\$ 20	\$ 5	\$ 15	\$ -	\$ -	92.1000.250.000	Updated Cost for Summer School (email 5/17/21)

109-1-024-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Summer School Paras	\$ 200	\$ 50	\$ 150	\$ -	\$ -	92.1000.225.000	Updated Cost for Summer School (email 5/17/21)
109-1-025-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Tranportation Salaries for Summer School-For our elementary SLAM, we will provide transportation to those students who live in the outlying communities within our district that are unable to get to school. On the return back to the outlying communities, we plan to have the delivers deliver meals for students through the summer food program as well. Transportation salaries will also include the salaries bus drivers for the Friday field trips. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic.	\$ 3,500	\$ 875	\$ 2,625	\$ -	\$ -	92.2710.120.000	
109-1-026-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Transporation for Summer School	\$ 10	\$ 5	\$ 5	\$ -	\$ -	92.2710.250.000	
109-1-027-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Tax for Transportation for Summer School	\$ 220	\$ 55	\$ 165	\$ -	\$ -	92.2710.220.000	

109-1-028-20210608	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Transportation for Summer School	\$ 55	\$ 15	\$ 40	\$ -	\$ -	92.2710.225.000	
109-1-029-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Tranportation Expense (Fuel, Etc) for Summer School	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	92.2710.626.000	
109-1-030-20210608	Eligible	Direct Allocation	Office of the Principal Services	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrator Mentoring/Coaching- Administrators will continue their leadership/communication skill development from Adaptive Schools training through monthly team and individual mentoring sessions.. The time spent as a team and individually will focus on leading and facilitating through change and strategies to bring everyone together through dialogue and the decision making process to help alleviate the burdening stress on all stakeholders that has come due to the pandemic. Leadership/coaching & alleviating stakeholder stress from pandemic transitions, as part of Adaptive Schools Collaborative Professional Development.	\$ 17,747	\$ 8,847	\$ 8,900	\$ -	\$ -	92.2410.320.000	Updated Cost for Summer School (email 5/17/21)

109-1-031-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security Tax for Teacher Stipends for Adaptive Schools	\$ 750	\$ 375	\$ 375	\$ -	\$ -	92.1000.220.000	
109-1-032-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Medicare Tax for Teacher Stipends for Adaptive Schools	\$ 200	\$ 100	\$ 100	\$ -	\$ -	92.1000.225.000	
109-1-033-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment Tax for Teacher Stipends for Adaptive Schools	\$ 20	\$ 10	\$ 10	\$ -	\$ -	92.1000.250.000	
109-1-034-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Summer Math and Seminar Stipends	\$ 1,475	\$ -	\$ 1,475	\$ -	\$ -	92.1000.220.000	
109-1-035-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Medicare Tax for Summer Math and Seminar Stipends	\$ 350	\$ -	\$ 350	\$ -	\$ -	92.1000.225.000	

109-1-036-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment fo Summer Mahand Seminar Stipens	\$ 25	\$ -	\$ 25	\$ -	\$ -	92.1000.250.000	
109-1-037-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The district plans to hire an additional 1st grade teacher to allow for additional social distancing per COVID-related safety due to a larger than normal class (51 students). This will be an increase from 2 to 3 classrooms. The additional teacher at this lower grade level will also provide the opportunity for a lower teacher to student ratio so that more one-on-one instruction can be provided to help the young students develop their foundational skills they are lacking due to the academic loss.	\$ 46,500	\$ -	\$ 46,500	\$ -	\$ -	92.1000.110.300	
109-1-038-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health Insurance for Additional 1st grade teacher.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.1000.210.000	
109-1-039-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security Tax for Additional 1st Grade Teacher	\$ 2,885	\$ -	\$ 2,885	\$ -	\$ -	92.1000.220.000	

109-1-040-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Medicare Tax for Additional 1st Grade Teacher	\$ 675	\$ -	\$ 675	\$ -	\$ -	92.1000.225.000	
109-1-041-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary	Unemployment Tax for Additional 1st Grade Teacher	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.1000.250.000	
109-1-042-20210608	Eligible	Direct Allocation	Instruction	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Outdoor Tables and Seating--Due to COVID-19 is it necessary to provide for social distancing, especially when eating. These tables and seating will allow for outdoor seating to expand our the seating of our cafeteria allowing for more social distancing while eating. In addition to outdoor eating, which is better for ventilation with COVID-19, this will also allow for outdoor classroom space to help increase social distancing in response to COVID-19 and outdoor ventilation.	\$ 10,240	\$ -	\$ 10,240	\$ -	\$ -	92.1000.700.200	Updated Cost for Summer School (email 5/17/21)

Kansas CommonApp (2020)

1122-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

202_Turner-Kansas
City_ESSER_II_0423



NJrVaaeN

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 | Turner USD 202

Applicant / Mailing Address

| 800 S 55th St
| Kansas City, KS 66106

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kristen Woodbury

Applicant / Email Address of Owner, CEO, or Executive Director | woodburyk@turnerusd202.org

Applicant / Phone Number | 9132884185

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 | Turner-Kansas City

District Number | 202

Mailing Address Street Address	800 S 55th St
Mailing Address City	Kansas City
Mailing Address Zip Code	66106
Authorized Representative of the District Name	Kristen Woodbury
Authorized Representative of the District Position or Title	Director of Business Services
Authorized Representative of the District Email Address	woodburyk@turnerusd202.org
Authorized Representative of the District Phone Number	+19132884185
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

When comparing our Winter 2020 MAP data to Winter 2021 MAP data, our mean student performance dropped an average of 3.3 RIT points in mathematics across grades 1-6. The most alarming drop was in first grade where there was a 6-point drop in the mean and in fourth grade where there was a 5-point drop in the mean. Our mean performance dropped an average of 1.9 RIT points in reading with the most significant decline was in first grade, 6 RIT points.

First semester, 272 (26.3%) Turner High School students had three or more Fs. In addition, 18.4% of remote only learners failed 6 or more classes first semester earning less than 1 credit towards graduation. Eighty-four (13.8%) Turner Middle School students failed both ELA and Math first semester. At Turner Middle School, 19.8% of remote only students failed six or more classes.

Ninety-one (91) TUSD students have more than 45 unexcused absences from school, one quarter of the school year. Four hundred and sixty-nine (469) TUSD students (12%) have between 20 and 45 unexcused absences from school.

Due to COVID-19, substitute teachers were financially incentivized to work in Turner and costs were high due to the number of staff absences and quarantines.

Funds were spent to purchase PPE for all staff, temperature kiosks in buildings, desk shields, air filtration, and signage across the district.

Technology needs became apparent while in a hybrid model which caused devices to be purchased, along with software to secure and manage the system.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We have not drawn down all of our ESSER I allocation but the funds have been allocated. There are funds allocated for salary and benefits for certified staff hired for 20-21 school year that will be completed by 6/30/21. There are also some private school purchases that have not been paid for yet.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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.

Turner began the year with two learning models: "Blended,"; students attended in-person alternating days, and "Remote". The ESSER II funds are planned to intervene with students instructionally and socially with the intent to close educational gaps caused by COVID-19.

Turner is in the process of hiring additional instructional positions to intervene with identified students who have academic needs. These positions include content specialists in literacy and math at every elementary building. Secondary schools will receive "transition specialists" to support students who are at-risk due to instructional losses. Permanent substitutes will also be hired.

Additional planning time will be funded per employee for planning the transition to full in-person learning and create individualized student interventions based on COVID-19 educational gaps. This planning is occurring during fourth quarter of this school year and will occur to some extent during the upcoming year.

Turner will review our district curriculum and purchase a variety of instructional resources using ESSER II funds. Curricular resources for virtual learning with digital components will be recommended in the areas of intervention, music, health, reading, and math.

Increasing instructional time will occur through extended day tutoring and a comprehensive extended year program during the next two summers. Summer schools will occur at each level in our district as well as secondary credit recovery.

Socially/Emotionally, we plan to support students through trauma-sensitive resources and an updated SEL curriculum support from certified staff.

We recognize that COVID-19 challenges have been difficult for staff, and would like to use ESSER II funds for an "Employee Assistance Program".

Lastly, ESSER II funds will be used to improve air quality at schools as well as update instructional technology that proved lacking during Remote and Blended instruction. Specifically, new student devices will be purchased as well as content filtering, cyber security awareness, and antivirus software.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Student performance data including the NWEA MAP, BAS, and the KAP will show academic recovery. Assessments aligned to the curriculum and embedded digital intervention programs will be used to measure progress more frequently.

A measure of recovery for our secondary students will be credit acquisition. The specialist positions will assist students in maintaining passing scores in new courses impacted by inadequate foundational knowledge.

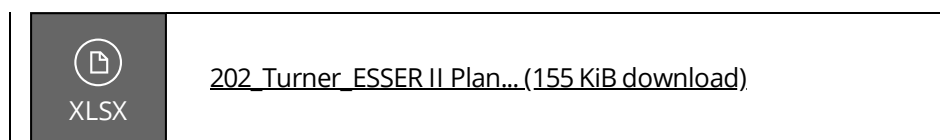
Student data evaluation requires additional collaborative planning. Team functioning, 5Essentials surveys and data for evaluation TUSD efforts. We will evaluate the assistance program with usage data and staff attendance data.

Student social emotional health will be measured by the SRSS data administered three times annually and our data from the SOS. Our attendance and discipline data will also be examined.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Kristen Woodbury
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Date	05/20/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
202	Turner-Kansas City	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
202-1-001-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	salary for certified staff attending professional development training on trauma and equity	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	67-1000-100-1919	
202-1-002-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	15. Developing strategies and implementing public health	salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher	\$ 1,064,000	\$ -	\$ 1,064,000	\$ -	\$ -	67-1000-100-1919	how many staff members; Applicant responded via email (5/26/21): 15 certified staff
202-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health	salary for instructional classified staff: paras and intervention	\$ 325,384	\$ -	\$ 325,384	\$ -	\$ -	67-1000-120-1919	how many staff members; Applicant responded via email: 9 instructional classified staff
202-1-004-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	salary for certified staff, summer school planning, refocus based on mapping, and program expansion	\$ 432,144	\$ -	\$ 432,144	\$ -	\$ -	67-1000-100-1919	how many staff members; Applicant responded via email: estimated 77 staff members

202-1-005-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	certified salaries for expanded tutoring to repair learning loss, credit recovery and focused classes for math and science	\$ 221,428	\$ -	\$ 221,428	\$ -	\$ -	67-1000-100-1919	How many staff members, expected student numbers, program duration/times; Applicant responded via email: The tutoring will create approximately 1,100 hours of tutoring and extra help. The number of staff can vary depending on how many hours a staff member wants to tutor; Additional response: The tutoring is outside the duty day, the plan is after school tutoring, both the certified and classified staff are paid extra duty pay.
202-1-006-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	classified staff for expanded tutoring throughout the year	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	67-1000-120-1919	
202-1-007-20210608	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	insurance benefits for instructional staff providing learning loss catch up	\$ 171,199	\$ -	\$ 171,199	\$ -	\$ -	67-1000-213-1919	
202-1-008-20210608	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	11A. Planning and implementing summer learning or enrichment programs	insurance benefits for instructional staff providing learning loss catch up	\$ 15,564	\$ -	\$ 15,564	\$ -	\$ -	67-1000-213-1919	

202-1-009-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	FICA for certified staff attending professional development training on trauma and equity	\$ 5,355	\$ -	\$ 5,355	\$ -	\$ -	67-1000-221-1919	
202-1-010-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health	salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher	\$ 106,288	\$ -	\$ 106,288	\$ -	\$ -	67-1000-221-1919	
202-1-011-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	FICA for certified staff, summer school planning, refocus based on mapping, and program expansion	\$ 9,621	\$ -	\$ 9,621	\$ -	\$ -	67-1000-221-1919	
202-1-012-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	FICA for certified staff for expanded tutoring to repair learning loss, credit recovery and focused classes for math and science	\$ 35,791	\$ -	\$ 35,791	\$ -	\$ -	67-1000-221-1919	
202-1-013-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	technology supplies and materials for instructional	\$ 140,521	\$ -	\$ 140,521	\$ -	\$ -	67-1000-619-1919	how it relates to COVID-19; Applicant responded via email: Laptop chargers, parts, misc cords and supply items throughout the year. Replacement items to keep the student devices operational.

202-1-014-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	instructional supplies: phonics, books, training guides	\$ 50,610	\$ -	\$ 50,610	\$ -	\$ -	67-1000-619-1919	
202-1-015-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	instructional software: second step/leader in me, math intervention software, class kick, lexia power up licenses, math intervention software	\$ 133,800	\$ -	\$ 133,800	\$ -	\$ -	67-1000-653-1919	
202-1-016-20210608	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	instructional devices for students, hardware and hardware with software included	\$ 650,000	\$ -	\$ 650,000	\$ -	\$ -	67-1000-736-1919	how it relates to COVID-19; Applicant responded via email: Estimated 650 MacBooks including software and service; Additional information: students used the devices for distance learning during COVID-19, used during remote learning and quarantine. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

202-1-017-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	salaries for professional development salaries, math and science	\$ 160,000	\$ -	\$ 160,000	\$ -	\$ -	67-2213-100-1919	how it relates to COVID-19; Applicant responded via email: 2 full time, 2 part time new staff focusing on Instructional staff training. Approximately 350 teachers will be receiving training
202-1-018-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Health and Accident Insurance	3. Providing principals and other school leaders with resources to address individual school needs	insurance benefits for pd staff providing training	\$ 15,564	\$ -	\$ 15,564	\$ -	\$ -	67-2213-213-1919	
202-1-019-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	FICA benefits for pd staff providing training	\$ 8,419	\$ -	\$ 8,419	\$ -	\$ -	67-2213-221-1919	
202-1-020-20210608	Eligible	Direct Allocation	Operation of Building	Other Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	improve air filtration: hvac upgrades, air filtration	\$ 625,754	\$ -	\$ 312,877	\$ 312,877	\$ -	67-2710-739-1919	Allowable if CDC guidelines are met.



pPWYQMXK

209_Moscow_ESSERIIPlan_0430

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 209

Applicant / Mailing Address

PO Box 158
Moscow, KS 67952

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stuart Moore

Applicant / Email Address of Owner, CEO, or Executive Director | smoore@pld.com

Applicant / Phone Number | 620-598-2205

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 | Moscow Public Schools

District Number | 209

Mailing Address | Street Address | PO Box 158

Mailing Address City	Moscow
Mailing Address Zip Code	67952
Authorized Representative of the District Name	Stuart Moore
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	smoore@pld.com
Authorized Representative of the District Phone Number	+16205982205
Would you like to add additional district representatives to the application?	Yes
Other District Representative 1 Email Address	phittle@pld.com
Other District Representative 2 Email Address	cheryl.cook@usd209.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The most significant impact of COVID-19 on our students has been learning loss. While our staff did an excellent job with our students last spring, remote learning is not nearly as productive or beneficial for student learning and achievement as on-site education. 29% of our student population is ESOL and 62% are disadvantaged socio-economically. These two factors further intensify the learning loss that has occurred. Our local math and reading data further substantiate the need for extra learning time. Our district is conducting summer school this year as part of our 21st Century Community Learning Center grant. However, more academic time is crucial for our students to close the learning gap caused by the pandemic.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our district plans to add ten additional school days with students for the 2021-22 school year. Our board of education, administration, and teachers have already approved the calendar for next year with the additional ten days.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize local Math and Reading assessments in addition to a comparison between our 2021 and 2022 state assessment results to determine the impact of the extra 10 school days.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

209 Moscow ESSER II Plan ... (150 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a

contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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		Stuart Moore
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Date		05/24/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
209	Moscow Public Scho	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
209-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 18,091	\$ -	\$ 18,091	\$ -	\$ -	07-200-1000-110-00	Per narrative, The most significant impact of COVID-19 on our students has been learning loss. 29% of our student population is ESOL and 62% are disadvantaged socio-economically. These two factors further intensify the learning loss that has occurred. Our local math and reading data further substantiate the need for extra learning time. Our district plans to add ten additional school days with students for the 2021-22 school year. Our board of education, administration, and teachers have already approved the calendar for next year with the additional ten days. Per applicant request, allowable use updated for all line-items.
209-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 22,479	\$ -	\$ 22,479	\$ -	\$ -	07-400-1000-110-00	
209-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,091	\$ -	\$ 3,091	\$ -	\$ -	07-200-1000-120-00	

209-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 893	\$ -	\$ 893	\$ -	\$ -	07-400-1000-120-00	
209-1-005-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1,620	\$ -	\$ 1,620	\$ -	\$ -	07-200-1000-220-00	
209-1-006-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1,788	\$ -	\$ 1,788	\$ -	\$ -	07-400-1000-220-00	
209-1-007-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 21	\$ -	\$ 21	\$ -	\$ -	07-200-1000-260-00	
209-1-008-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 23	\$ -	\$ 23	\$ -	\$ -	07-400-1000-260-00	
209-1-009-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,608	\$ -	\$ 3,608	\$ -	\$ -	07-400-2400-110-00	

209-1-010-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 348	\$ -	\$ 348	\$ -	\$ -	07-400-2400-220-00	
209-1-011-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-400-2400-260-00	
209-1-012-20210608	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,367	\$ -	\$ 3,367	\$ -	\$ -	07-200-2900-120-00	Per applicant, the district operates a daycare onsite. When school is in session, it's open. Hence, we'll have to pay daycare personnel for the extra ten days of school.
209-1-013-20210608	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 258	\$ -	\$ 258	\$ -	\$ -	07-200-2900-220-00	
209-1-014-20210608	Eligible	Direct Allocation	Other Support Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3	\$ -	\$ 3	\$ -	\$ -	07-200-2900-260-00	
209-1-015-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 861	\$ -	\$ 861	\$ -	\$ -	07-200-2400-120-00	

209-1-016-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 939	\$ -	\$ 939	\$ -	\$ -	07-400-2400-120-00	
209-1-017-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 66	\$ -	\$ 66	\$ -	\$ -	07-200-2400-220-00	
209-1-018-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1	\$ -	\$ 1	\$ -	\$ -	07-200-2400-260-00	
209-1-019-20210608	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,208	\$ -	\$ 3,208	\$ -	\$ -	07-000-3100-120-00	Per applicant, Head Cook and Assistants.
209-1-020-20210608	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 245	\$ -	\$ 245	\$ -	\$ -	07-000-3100-220-00	
209-1-021-20210608	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3	\$ -	\$ 3	\$ -	\$ -	07-000-3100-260-00	

209-1-022-20210608	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1,284	\$ -	\$ 1,284	\$ -	\$ -	07-800-2700-120-00	Per applicant, bus drivers.
209-1-023-20210608	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 98	\$ -	\$ 98	\$ -	\$ -	07-800-2700-220-00	
209-1-024-20210608	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1	\$ -	\$ 1	\$ -	\$ -	07-800-2700-260-00	



RdEwrjaz

214_Ulysses_ESSER II Plan_0514

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 | USD214

Applicant / Mailing Address

| 111 S Baughman
Ulysses, KS 67880

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stacy Figgins

Applicant / Email Address of Owner, CEO, or Executive Director | sfiggins@usd214.org

Applicant / Phone Number | 620-356-3655

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) | 48-0699901

Applicant / Website Address (if applicable) | usd214.org

Fiscal Agent / Name (if applicable) | Stacy Figgins

Fiscal Agent / Email (if applicable) | sfiggins@usd214.org

Fiscal Agent / Mailing Address (if applicable)

111 S Baughman
Ulysses, KS 67880

Application details

Full District Name	USD #214 - Ulysses
District Number	214
Mailing Address Street Address	111 S Baughman
Mailing Address City	Ulysses
Mailing Address Zip Code	67880
Authorized Representative of the District Name	David Younger
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dyounger@usd214.org
Authorized Representative of the District Phone Number	+16203563655
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	sfiggins@usd214.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 214 – Ulysses has been fortunate in we have lost a minimal amount of instructional time. We started school one week late due to teacher planning and preparation but since that time we have been in school. One impact the pandemic has had on the district, especially early in the year, was the unknown. How long will we be in school, will I get quarantined, what happens if we go remote, these were the questions that caused anxiety among the students, staff, and parents.

Students and families who chose remote learning but were not very good at attending the remote sessions lost learning. We were successful at getting many of these students back in the classrooms but not all of them. We have targeted many of these students for the summer enrichment programs.

The Director of Student Learning’s primary focus next year will be to address the learning loss of all students in USD 214 – Ulysses and to continue the efforts started this summer by the teachers to improve student learning during the school year and next summer.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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.
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- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 214 – Ulysses proposes to use our ESSER II funds by providing students and opportunity this summer in enrichment and recovery programs for grades K-12 in our Summer Learning program. We have activities planned to help students continue their growth and improvement both educationally and emotionally. We currently have approximately 29 kindergarten; 36 first grade; 24 second grade; 39 third grade; 35 fourth grade; 24 fifth grade; 67 middle school; 35 high school students.

We have 21 certified staff teaching these summer school sessions from early June to mid-July.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 214 – Ulysses has created programs and opportunities for our students to expand their learning opportunities, as well as, the opportunity to recover credits due to loss of learning during the pandemic. We will measure the impact these summer programs have by the summer participation and early assessments next fall.

The expectation is to continue an extended day learning during the school year and a summer learning program next summer before we can expect significant academic or emotional growth. The Afterschool Alliance found that students who attend a summer program for at least 20 days benefit in math in the following fall and through spring. Those that attend for a second summer continue to benefit in math and language arts and demonstrate social and emotional learning benefits throughout the following school year. "A Summer for Learning & Recovery"

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


ESSERII-ApplicationTempla... (154 KiB download)

XLSX

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 of 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 | David Younger

Date | 05/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
214	Ulysses	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
214-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Pay for Teachers offering extended learning opportunities for students	\$ 7,050	\$ 7,050	\$ -	\$ -	\$ -	49	
214-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	SS/MC Tax on summer pay for teachers offering extended learning opportunities for students	\$ 550	\$ 550	\$ -	\$ -	\$ -	49	
214-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Non-Certified pay for staff working with summer extended learning opportunities for students	\$ 800	\$ 800	\$ -	\$ -	\$ -	49	
214-1-004-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	SS/MC Tax on summer pay for non-certified staff working with summer extended learning opportunities for students	\$ 65	\$ 65	\$ -	\$ -	\$ -	49	

214-1-005-20210608	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for enrichment activities for summer extended learning opportunities for students	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	49	Email response from district: Our goal this summer is to create high interest activities that will generate interest and participation among our students. The middle school wind energy and seed to stem courses are high interest activities that engage students in curriculum that is important to SW Kansas families. (Wind and agriculture) The units are interdisciplinary units that a middle school math and science teacher are collaborating on; as well as staff from the Kansas Energy Commission. These courses align with district and state standards. There are approximately 25 students enrolled in each class. The focus is on small groups and hands-on activities. The materials purchased for the wind energy class are used to create the wind turbines, measure the output of joules to calculate how much energy is being produced, and to help determine which turbine is most efficient. The stem to seed materials will be used to experience the growth cycle of a plant and its many different uses. The archery class is another high interest class that students have asked for. We want to get kids out of their homes and engaged with staff and students this summer. (social and emotional skills) The items purchased are the bow/arrow sets and targets. Again, we are trying to create high interest activities that students will participate in this summer and for the future. As I indicated in the original application, from my research, to show growth and improvement in our students these programs will need to continue next school year and next summer to show significant improvement of all areas of learning and social and emotional health.
214-1-006-20210608	Eligible	Direct Allocation	Instruction	Property	11A. Planning and implementing summer learning or enrichment programs	Equipment for enrichment activities for summer extended learning opportunities for students	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	49	See previous line for more information
214-1-007-20210608	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	Pay for hiring one additional school nurse due to needs created by COVID 19 related duties	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	49	

214-1-008-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC tax associated with pay for one additional nurse hired due to needs created by COVID 10 related duties	\$ 3,450	\$ -	\$ 3,450	\$ -	\$ -	49	
214-1-009-20210608	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Partial funding (50%) for the Director of Student Learning. A new position added to address the needs of students created by loss of learning due to COVID 19 related circumstances	\$ 53,500	\$ -	\$ 53,500	\$ -	\$ -	49	
214-1-010-20210608	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	SS/MC tax associated with pay for the Director of Student Learning due to needs created by loss of learning due to COVID 19 related circumstances	\$ 4,095	\$ -	\$ 4,095	\$ -	\$ -	49	



anLzJQym

233_Olathe_ESSER II Plan_0503

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 233 Olathe

Applicant / Mailing Address

| PO Box 2000
| Olathe, KS 66063

Applicant / First and Last Name of Owner, CEO, or Executive Director | John Allison

Applicant / Email Address of Owner, CEO, or Executive Director | jallison@olatheschools.org

Applicant / Phone Number | 913-780-7000

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 233 Olathe

District Number | 233

Mailing Address Street Address	PO Box 2000
Mailing Address City	Olathe
Mailing Address Zip Code	66063
Authorized Representative of the District Name	Cassy Osborn
Authorized Representative of the District Position or Title	Director of Business & Financial Services
Authorized Representative of the District Email Address	cosbornec@olatheschools.org
Authorized Representative of the District Phone Number	+19137808129
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jhutchisonec@olatheschools.org
Other District Representative 2 Email Address	byeagerec@olatheschools.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health. Much of this has been directly related to students who have been learning in less-consistent learning models this year. Additionally, the district currently has over 6,000 students enrolled in remote learning exclusively because of COVID. Many of these students will need high levels of support as they reenter school buildings in the fall for the first time in over 18 months.

A higher percentage (larger than the overall district %) of students who receive Free or Reduced lunch are enrolled in remote learning. The trend is the same for students who are English Language Learners. Both student groups will need additional support beyond what has historically been in place. Costs will be significant to provide “extra” for many students who need academic and/or social-emotional mental health support. Costs will be related to staff pay, transportation, materials, and instructional resources.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The district does not have any remaining ESSER I funds, however ESSER I SPED funds do remain. ESSER I SPED funds will be used for additional Extended School Year expenditures over the summer.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The Olathe Public School District plans to use the vast majority of ESSER II funding to provide supports around learning loss and social-emotional supports to students. Over the next three years, we will be working strategically to systematically provide intervention to all students K-12 and related professional development for our staff. In addition, money will be earmarked for summer programming, before and afterschool SEL and academic opportunities, and additional ELL and counseling support. In addition, funds will also be set aside for close analysis and support of high school students nearing graduation. Interventions will be swiftly provided for students who appear to be at-risk of not being able to graduate.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will monitor success outcomes of ESSER funding within the regular data systems that are used. The district will continue the use of NWEA MAP to measure achievement and growth in the areas of reading and math. Additionally, the district will use Panorama SEL Assessment results to measure the work in areas related to Social-Emotional Learning.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


XLSX

ESSERII-ApplicationTempla... (164 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

| CASSY OSBORN

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
233	Olathe	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
233-1-001-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 60,140	\$ 30,070	\$ 30,070	\$ -	\$ -	007.2200.511110.000.000.0991.000	Per applicant, The district will offer a summer academy, at this time approximately 526 students will attend, and approximately 89 teachers will provide instruction. In addition, approximately 38 teachers will develop online content available for all students. General supplies and materials will cover both in-person summer academy and online summer instruction. Summer School will be June 7th through July 1st, 4 weeks, 3.5 hours per day.
233-1-002-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 4,600	\$ 2,300	\$ 2,300	\$ -	\$ -	007.2200.522000.000.000.0991.000	

233-1-003-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 60	\$ 30	\$ 30	\$ -	\$ -	007.2200.526000.000.000.0991.000	
233-1-004-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 235,200	\$ 117,600	\$ 117,600	\$ -	\$ -	007.1000.561000.000.000.0991.000	See line 233-1-001-20210608 for more information

233-1-005-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 3,479,956	\$ -	\$ 1,739,978	\$ 1,739,978	\$ -	007.2200.511100.000.000.0991.000	
233-1-006-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 266,216	\$ -	\$ 133,108	\$ 133,108	\$ -	007.2200.522000.000.000.0991.000	

233-1-007-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 3,828	\$ -	\$ 1,914	\$ 1,914	\$ -	007.2200.526000.000.0991.000	
233-1-008-20210608	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 556,844	\$ -	\$ 278,422	\$ 278,422	\$ -	007.2120.511100.000.0991.000	
233-1-009-20210608	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 42,600	\$ -	\$ 21,300	\$ 21,300	\$ -	007.2120.522000.000.0991.000	

233-1-010-20210608	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 556	\$ -	\$ 278	\$ 278	\$ -	007.2120.526000.000.000.0991.000	
233-1-011-20210608	Eligible	Direct Allocation	Support Services - Instruction	Computers and Related Equipment (includes software if bought as a package)	12. Addressing learning loss among students, including vulnerable populations	In order to meet students where they are and to address learning gaps that exist because of COVID-19, a data warehouse will give our educators the ability to look at all data for a student or a group of students. This will include both academic performance data and SEL data.	\$ 300,000	\$ -	\$ 150,000	\$ 150,000	\$ -	007.2200.573600.000.000.0991.000	
233-1-012-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 556,844	\$ -	\$ 278,422	\$ 278,422	\$ -	007.1000.511100.000.000.0991.000	

233-1-013-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 42,600	\$ -	\$ 21,300	\$ 21,300	\$ -	007.1000.522000.000.000.0991.000	
233-1-014-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 556	\$ -	\$ 278	\$ 278	\$ -	007.1000.526000.000.000.0991.000	
233-1-015-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 185,614	\$ -	\$ 92,807	\$ 92,807	\$ -	007.2200.511110.000.000.0991.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.

233-1-016-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 14,200	\$ -	\$ 7,100	\$ 7,100	\$ -	007.2200.522000.000.000.0991.000	
233-1-017-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 186	\$ -	\$ 93	\$ 93	\$ -	007.2200.526000.000.000.0991.000	
233-1-018-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 185,614	\$ -	\$ 92,807	\$ 92,807	\$ -	007.1000.511110.000.000.0991.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.

233-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 14,200	\$ -	\$ 7,100	\$ 7,100	\$ -	007.1000.522000.000.000.0991.000	
233-1-020-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 186	\$ -	\$ 93	\$ 93	\$ -	007.1000.526000.000.000.0991.000	
233-1-021-20210608	Eligible	Direct Allocation	Student Transportation	Student Transportation Services	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	007.2700.551000.000.000.0991.000	
233-1-022-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 230,000	\$ -	\$ 115,000	\$ 115,000	\$ -	007.1000.561000.000.000.0991.000	

233-1-023-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 92,807	\$ -	\$ 92,807	\$ -	\$ -	007.2200.511110.000.0991.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. Much of this has been directly related to students who have been learning in less-consistent learning models this year. Additionally, the district currently has over 6,000 students enrolled in remote learning exclusively because of COVID. Many of these students will need high levels of support as they reenter school buildings in the fall for the first time in over 18 months. A higher percentage (larger than the overall district %) of students who receive Free or Reduced lunch are enrolled in remote learning. The trend is the same for students who are English Language Learners. Both student groups will need additional support beyond what has historically been in place. Costs will be significant to provide "extra" for many students who need academic and/or social-emotional mental health support. Costs will be related to staff pay, transportation, materials, and instructional resources.
233-1-024-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 7,100	\$ -	\$ 7,100	\$ -	\$ -	007.2200.522000.000.0991.000	

233-1-025-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 93	\$ -	\$ 93	\$ -	\$ -	007.2200.526000.000.000.0991.000	
233-1-026-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning and disinfecting supplies, including sanitizer, disinfectant, gloves, mags, and barriers	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	007.2600.561000.000.000.0991.000	
233-1-027-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 1,657,744	\$ -	\$ 1,657,744	\$ -	\$ -	007.1000.511100.000.000.0991.000	Per applicant, the district currently does not operate a virtual school.

233-1-028-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 126,817	\$ -	\$ 126,817	\$ -	\$ -	007.1000.522000.000.000.0991.000	
233-1-029-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 1,824	\$ -	\$ 1,824	\$ -	\$ -	007.1000.526000.000.000.0991.000	

233-2-001-20210608	Eligible	True Up Allocation	Support Services - Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 83,526	\$ -	\$ 41,763	\$ 41,763	\$ -	007.2200.511110.000.000.0992.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.
233-2-002-20210608	Eligible	True Up Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 6,390	\$ -	\$ 3,195	\$ 3,195	\$ -	007.2200.522000.000.000.0992.000	

233-2-003-20210608	Eligible	True Up Allocation	Support Services - Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 84	\$ -	\$ 42	\$ 42	\$ -	007.2200.526000.000.0992.000	
233-2-004-20210608	Eligible	True Up Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 83,526	\$ -	\$ 41,763	\$ 41,763	\$ -	007.1000.511110.000.000.0992.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.

233-2-005-20210608	Eligible	True Up Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 6,390	\$ -	\$ 3,195	\$ 3,195	\$ -	007.1000.522000.000.0992.000	
233-2-006-20210608	Eligible	True Up Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 84	\$ -	\$ 42	\$ 42	\$ -	007.1000.526000.000.0992.000	

233-2-007-20210608	Eligible	True Up Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 68,066	\$ -	\$ 58,066	\$ 10,000	\$ -	007.1000.561000.000.0992.000	
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JzNGWYWJ

0251_North Lyon County- ESSER II Plan_0506

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 251 North Lyon County

Applicant / Mailing Address

PO Box 527
Americus, KS 66835

Applicant / First and Last Name of Owner, CEO, or Executive Director | Nicolette Nuessen

Applicant / Email Address of Owner, CEO, or Executive Director | nuessenn@usd251.org

Applicant / Phone Number | 620-481-2085

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) | 48-0698346

Applicant / Website Address (if applicable) | www.usd251.org

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

|



PDF

[W9 - filled and signed -... \(645 KiB download\)](#)

Application details

Full District Name	North Lyon County
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District Number	251
-----------------	-----

Mailing Address Street Address	PO Box 527
----------------------------------	------------

Mailing Address City	Americus
------------------------	----------

Mailing Address Zip Code	66835
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Authorized Representative of the District Name	Robert W. Blair
--	-----------------

Authorized Representative of the District Position or Title	Superintendent
---	----------------

Authorized Representative of the District Email Address	blairb@usd251.org
---	-------------------

Authorized Representative of the District Phone Number	+16204812085
--	--------------

Would you like to additional district representatives to the application?	Yes
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Other District Representative 1 Email Address	nuessenn@usd251.org
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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 overall impact of COVID-19 on our school district has been significant. From a budgetary standpoint, COVID-19 has negatively affected our district's overall budget during the 2020-2021 school year. We have incurred additional expenses associated with the implementation of safety mitigation measures and the purchase of additional technology and classroom learning materials. Furthermore, our K-12 formative assessment data during the 2020-2021 school year has demonstrated a negative impact on our students in grades K-12. The most significant learning loss has taken place in grades K-5. More importantly, our special education population and at risk students have been impacted disproportionately with regard to learning loss. The emotional impact of COVID-19 on our students has been significant as well. Our SEL screening has indicated a significant increase in the percentage of students being referred for additional SEL interventions pertaining to behavior, absenteeism, and the need for counseling services.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The Special Education Coop Board of Directors will be deciding this month how to disperse these funds throughout the coop to address learning loss. At this time the planning is focused on providing extended school year opportunities.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our district plans to utilize its ESSER II direct district allocation and its KSDE per student additional allocation to address learning loss and improvements to classroom space. Student learning loss will be addressed by funding Extended School Year (Summer School) in the summers of 2021 and 2022. A second planned allocation to address learning loss will be to hire an additional Title I Reading Teacher in order to address learning loss for students in grades K-5. Finally, our school district plans to remodel an existing school building warehouse area to create an additional classroom for Pre-School to allow for smaller, socially distanced class sizes. The existing classrooms are all too small to accommodate the space needed for Pre-School students.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Following the implementation of our plans to address learning loss and facility improvements, we will continue to collect student data pertaining to reading performance, math performance, and social-emotional factors. It is our belief that student achievement and social-emotional wellness will improve as a result of the ESSER II allocations. As we analyze the data we plan to make any necessary modifications to our plans.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[ESSERII-ApplicationTempla... \(148 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Robert W. Blair
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Date	05/14/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
251	North Lyon County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
251-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional certified staff for the extended school year for summer learning to address learning loss for K-8 students during COVID-19.	\$ 40,000	\$ 20,000	\$ 20,000	\$ -	\$ -	13-1000-110-1	Per applicant, amended the budgeted expenditures from \$16,000 to \$20,000 each expenditure period. NLC Elementary Summer School – 2 years (summer 2021, summer 2022) Elementary Summer School K-8 will utilize ten teachers for four weeks of instruction each of the two summers. We are expecting approximately 100 students each summer. The Elementary programming will be as follows: K-3: Focus on targeted remediation skills for reading and math. Grades 4-8: Focus on project-based learning with targeted remediation skills as needed.
251-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional certified staff for the extended school year for summer learning to address learning loss for high school students during COVID-19.	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	13-1000-110-3	Per applicant, amended the budgeted expenditures from \$10,000 to \$6,000 each expenditure period. NHHS High School Summer School – 2 years (summer 2021, summer 2022) High School Summer School 9-12 will utilize four teachers for four weeks of instruction each of the two summers. We are expecting approximately 30 students each summer. High School programming will be credit recovery and project-based learning with targeted remediation skills as needed.

251-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	To hire one additional certified staff member for Title I to expand our program to address learning loss specifically for K-5 students.	\$ 46,319	\$ 46,319	\$ -	\$ -	\$ -	06-1000-110-1	
251-1-004-20210608	Eligible	Direct Allocation	Building Improvements	PURCHASE D PROPERTY SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support	Our school district plans to remodel an existing school building warehouse area to create an additional classroom for Pre-School to allow for smaller, socially distanced class sizes. The existing classrooms are all too small to accommodate the space needed for Pre-School students.	\$ 125,000	\$ 125,000	\$ -	\$ -	\$ -	16-4700-400-0	



RjwnObkQ

253_Emporia_ESSER II Plan_0524

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Emporia USD #253

Applicant / Mailing Address

| 1700 W 7th Ave
| Emporia, KS 66801

Applicant / First and Last Name of Owner, CEO, or Executive Director | Danielle Rollman

Applicant / Email Address of Owner, CEO, or Executive Director | danielle.rollman@usd253.net

Applicant / Phone Number | 6203412224

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Emporia Public Schools

District Number | 253

Mailing Address Street Address	1700 W 7th Ave
Mailing Address City	Emporia
Mailing Address Zip Code	66801
Authorized Representative of the District Name	Dr. Allison Anderson-Harder
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	Allison.Harder@usd253.net
Authorized Representative of the District Phone Number	+16203412200
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rob.scheib@usd253.net
Other District Representative 2 Email Address	danielle.rollman@usd253.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Throughout the 2020-2021 school year, families were provided the choice to have their child attend remotely or in person. A percentage of students at the secondary level attended a hybrid model so were not in person each day in order to implement mitigation strategies. The district reviewed the learning structure monthly to determine any necessary changes due to the COVID-19 local spread. This ever-changing mode of learning resulted in reduced attendance, increased chronic absenteeism, and decreased engagement. There was a loss in kindergarten readiness data as indicated by the ASQ. Fine motor, problem solving, communication, and social-emotional all indicated a decrease. There was an increase of course failures at the secondary level. One example is 42% of freshman students failed a course in trimester 2. NWEA MAP data indicated a learning loss particularly in the area of math at almost all grade levels for the all student category. Subgroups indicated more of a learning loss in the area of reading. Although all grade levels indicated growth, students did not make the growth on NWEA MAPS that they have in previous years.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The remaining ESSER I district funds will be used to offset food expenses for the required free meal program due to declining student feeding counts for reimbursement. We will also be reimbursing the district's general fund for classroom materials that were bought by the school for remote online learning and social distancing setup. Any remaining funds will be spent to

purchase additional cafeteria tables for assigned seating to maintain social distancing in preparation for all students to be back full time on-site in the fall semester.

At this time we are unsure how the remaining ESSER I SPED funds will be used.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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.

Academic Opportunity (Elementary and EMS):

Objectives:

Provide a safe, mid-summer learning environment for academically (or cognitively) vulnerable children.

Work to potentially reduce the "summer slide"

Engage students in learning experiences that offer a language and text-rich environment where they can practice inquiry, reading, writing, speaking and mathematics application.

Duration and frequency of summer school program:

Three-week time frame for 3 hours each day.

Staffing:

18 elementary teachers and 24 instructional aides to provide additional support

15 middle school teachers and 16 instructional aides to provide additional support

Transportation:

Transportation will be provided for students who need it.

Academic Opportunity (EHS)

EHS will provide additional adult support to meet the needs of summer credit recovery or course retake options due to the increased number of students needing these options.

Summer Credit Recovery is a voluntary program. Students can take a course to recover and earn credit. Students who scored a 40-59% will be allowed to recover credit. Credit recovery is to help keep students on track for graduating.

Summer Course Retake is another voluntary opportunity where students can retake a course in its entirety and earn credit.

Dates:

June 7 - July 2

SEL Opportunity (Elementary and Secondary)

Objectives:

For current students with documented social-emotional needs or behavioral intervention plans in place, student support specialists, counselors and school psychologists will:

provide social-emotional support throughout the summer as students prepare to return to full-time onsite attendance in the fall through individual or small group sessions.

Work to potentially reduce any social anxiety which students may have developed over the past year.

Work to provide support to assist students who have behavioral struggles be more successful in all settings.

Duration and frequency of SEL support

up to 80 hours of SEL support per staff member

offered in June and July

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Academic: USD253 will utilize FastBridge, Interim Assessments, and state assessments to monitor academic progress throughout the school year. Student standard grades at the elementary level will be reviewed to monitor the number of students mastering concepts throughout the year. Grades 6-12 will review course grades and determine improvement in the number of students passing each course. For grades 9-12, USD253 will also review the number of students retaking courses,


the number of students recovering credits, as well as, the number of students getting back on track to graduate. Graduation rates might be an indicator of success.

Social-Emotional: We would use SAEBRS as an indicator of success as a result of extra SEL support provided by SSS/Counselors over the summer. Additionally, a drop in discipline referrals might be an indicator. We should also see an improvement in student attendance as compared to 20-21.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

ESSERII-Application 1 (Su... (152 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
 - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
- (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
- 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
- (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs

and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income

students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Danielle Rollman

Date | 05/24/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
253	Emporia	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
253-1-001-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for summer school to address the learning loss of students and prevent the "summer slide"	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	076 E 1000 00 0000 755 00 610	
253-1-002-20210608	Eligible	Direct Allocation	Student Transportation Services	Inter-educational, Interagency Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Transportation to get students from their home school to the applicable summer school site.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	076 E 2700 00 0000 755 00 590	
253-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 70,500	\$ -	\$ 70,500	\$ -	\$ -	076 E 1000 01 0000 755 00 110	
253-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Aides hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	076 E 1000 01 0000 755 00 120	
253-1-005-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	The required benefits (Social Security) that goes with the teacher and teacher aide wages above	\$ 7,100	\$ -	\$ 7,100	\$ -	\$ -	076 E 1000 01 0000 755 00 220	

253-1-006-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Provide social-emotional supprt to students that have behavioral intervention plans in place to help with the transition to full-time onsite stress and anxiety for the upcoming fall semester	\$ 65,500	\$ -	\$ 65,500	\$ -	\$ -	076 E 2100 01 0071 000 00 110	
253-1-007-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	The required benefits (Social Security) that goes with the guidance counselor wages above	\$ 5,050	\$ -	\$ 5,050	\$ -	\$ -	076 E 2100 01 0071 000 00 220	



jjpLkAby

268_Cheney_ESSER II Plan_0511

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 | Cheney USD 268

Applicant / Mailing Address

| 100 W 6th St
Cheney KS 67025

Applicant / First and Last Name of Owner, CEO, or Executive Director | Makenzi Logsdon

Applicant / Email Address of Owner, CEO, or Executive Director | mlogsdon@usd268.org

Applicant / Phone Number | 3165423512

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 | Cheney

District Number | 268

Mailing Address Street Address	100 W 6th
Mailing Address City	Cheney
Mailing Address Zip Code	67025
Authorized Representative of the District Name	Makenzi Logsdon
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	mlogsdon@usd268.org
Authorized Representative of the District Phone Number	+13165423512
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

As of May 1, Cheney had 10% of students and staff test positive for Covid-19 in the 20-21 school year. In additional, this caused 100 of students and staff to quarantine throughout the school year as well as those who had to quarantine due to being close contacts from a variety of non-school related situations. The learning gaps were substantial with this group of students compared to peers on site every day.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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 majority of ESSER II funding will be allocated to additional personnel due to the impact of the pandemic. As allowed, much of the expenditures will be retroactive to the 20-21 school year. Our classrooms are not physically large. As a result, we have three teachers per grade level in "normal times". We alter that when we go over 22 per grade level in K-2 and 25 in 3-5. Thus, with social distancing and the potential for learning loss in large numbers, we had 4 sections of 1st grade and 4 sections of 3rd grade. We used the bulk of our SPARKS money from Sedgwick County the first semester to make this happen and plan to use ESSER II for the period of January to August 2021. We had employed an additional nurse for patient monitoring and contract tracing. At semester, our scores were plummeting in third grade as they also faced a disproportionate amount of quarantine times so we added a third teacher to improve individual instruction. We also significantly increased cleaning supplies and technology inventory as noted on the attached spreadsheets. We plan to order a new ELA program to address

immediate learning loss at the elementary level and add a Curriculum Director to do a deep dive on the data elements Pre-K-12 for learning loss as our skeletal administrative staff does not have the time nor the resources to carry out this monumental task.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of expenditures tracking each individual student and his or her scores going forward, particularly those spending significant amounts of time in quarantine. Obviously, the supplies and technology have already been instituted as well as the nursing staff increased labor. It is the expectation that the Curriculum Director will be able to provide the buildings with the data at least every quarter. Social-Emotional and mental health data will also be a critical piece of this.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[268 Cheney ESSER II PLAN ... \(154 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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 | Makenzi Logsdon

Date | 05/11/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
268	Cheney	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
268-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing and due to having small physical class rooms. Pays salary from 1/01/2021-08/30/2021.	\$ 33,667	\$ 33,667	\$ -	\$ -	\$ -	06-1000-110-010	
268-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing. Pays fringe benefits from 1/01/2021-08/30/2021.	\$ 5,610	\$ 5,610	\$ -	\$ -	\$ -	06-1000-110-020	
268-1-003-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Safety Patrol salary- to help kids get to school due to decreasing bus riders. Had to social distance in buses so kids within 2.5 miles were no longer given the option to ride a bus. Safety measure to make sure all kids would get to school safe.	\$ 2,326	\$ 2,326	\$ -	\$ -	\$ -	06-2400-220-011	
268-1-004-20210608	Eligible	Direct Allocation	Medical Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional full time nurse to have a nurse in each school and help with social distancing/quarantining if sick.	\$ 19,000	\$ 19,000	\$ -	\$ -	\$ -	06-2132-120-010	
268-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional Instructional Aid to help with additional classrooms due to keeping classes small. Para support was needed to do this.	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	11-1000-120-010	

268-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney paid all substitutes when teachers were out sick with Covid-19 or were out due to quarantine regulations.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	06-1000-110-018	
268-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired a 3rd grade teacher for the second semester of 20-21 in order to keep classroom sizes under 20. An excessive amount of kids having to quarantine also affected academic performances.	\$ 21,000	\$ 21,000	\$ -	\$ -	\$ -	06-1000-110-010	
268-1-008-20210608	Eligible	Direct Allocation	Instruction	Other Material & Supplies	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	Cheney is purchasing a new learning system for the elementary school for the 2021-2022 school year. Data shows that Pre-K - 5th grade (400 students,) from the first semester of the 2020-2021 school year students experiencing remote learning at any time due to being sick or quarantining experienced a 7% increase in tier 3 learners and a 6% loss in tier 1 learners. The biggest loss was in current Kindergarten students who experiences a 19% increase in tier 3 learners. This new program is a tier 1-3 program compared to Cheney's current program being a tier 3 only program.	\$ 22,545	\$ 22,545	\$ -	\$ -	\$ -	08-1000-653-000	

268-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney is hiring a Curriculum Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's highschool students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all highschool students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	06-1000-110-010	
268-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney is bringing in 40 elementary students 3 weeks early to jump start them and get them prepared and caught up before school starts so they do not have to get held back a year.	\$ 5,946	\$ 5,946	\$ -	\$ -	\$ -	06-1000-110-010	

268-1-011-20210608	Eligible	Direct Allocation	Instruction	Equipment	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	Cheney purchased 7 laptops for students who had to remote learn due to quarantining.	\$ 11,186	\$ 11,186	\$ -	\$ -	\$ -	08-1000-730-130	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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273_Beloit_ESSER II Plan_0520

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, 2020 N Independence
Mailing Address 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 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.

COV-ID 19 brought many challenges to our district, cohort groups were one of these challenges where we saw learning loss separating students from each other in grade levels. Adding a third grade teacher will allow us to give students more separation with more one-on-one learning with teachers. The same problem arose with our Title I program. Adding a Title I teacher to help with Reading and Math losses will help us gain instruction with our students to combat that learning loss. Another area of loss was with our performing arts curriculum. Due to our separating during COVID, our jr-sr high vocal music program suffered because we had one teacher to separate several cohort groups into. The additional of this part-time teacher will allow us to bring the performing arts in vocal music back to our jr-sr high students in a appropriate manner. All of these additional will help allow separation of students and keeping safety of our students, faculty and staff at the forefront in the future. Social-emotional needs grew during this time as well. The ESSER II funds are allowing us to add a K-12 social worker to work with our students to make gains back from where we were before the pandemic. Summer Enrichment school will allow our students opportunities to return back to normal instruction and offer back loss opportunities that happen during the pandemic. There was not enough Fontis-Pinnell curriculum to share during the pandemic. Therefore we are purchasing more Fontis-Finnell curriculum.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
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- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district is adding staff to pick up learning loss caused during COVID and to allow us to separate cohort groups in the future in case the pandemic measures reoccur. The additional staff members will help in grade level, K-6 Math and Reading, and social-emotional in all grades K-12.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will look at our AIMS Web scores, our state assessment scores and our Boys Town office referrals to use our data to compare the prior year to the pandemic, the pandemic year and the post-pandemic year to ensure that we are comparing and using our data to the best of our means. The social worker additional will allow us to work more one on one with social emotional needs and will be compared in the same manner. Fontis-Pinnell being in every students hand should allow for better use of the curriculum. Student impact of the performing arts will allow for more students to have the opportunity to participate in vocal music in the jr-sr high level.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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XLSX

ESSERII-ApplicationTempla... (155 KiB download)

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Section I. General Grant Assurances for Federal Funds

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The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

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A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Jeff Travis
Date	05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
273	Beloit	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
273-1-001-20210608	Eligible	Direct Allocation	Instruction	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.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	06-200-1000-210	Per applicant, These expenses are direct COVID expenses that are self insured health insurance pool encountered over the last school year. BCBS has outlined these costs so that we are accurate. All of these expenses are direct COVID costs such testing, hospitalization, medication, etc. encountered by our employees and their families on our health insurance plan.
273-1-002-20210608	Eligible	Direct Allocation	Instruction	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.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	06-300-1000-210	See previous row for description.
273-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring of additional 3rd grade teacher to social distance and keep cohort groups separated when health concern dictate that as a necessity. The plan will be to extend this position into ESSER III funding as well.	\$ 85,000	\$ 42,500	\$ 42,500	\$ -	\$ -	27-200-1000-111	
273-1-004-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring of additional vocal music teacher to social distance. This will allow the district to have smaller vocal classes, and allow our students to have more opportunities while practicing safe measures in the vocal classroom. The plan will be to extend this position into ESSER III funding as well.	\$ 64,300	\$ 32,150	\$ 32,150	\$ -	\$ -	27-300-1000-111	

273-1-005-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring of 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. The plan will be to extend this position into ESSER III funding as well.	\$ 88,000	\$ 44,000	\$ 44,000	\$ -	\$ -	27-200-1000-111	
273-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring 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. The plan will be to extend this position into ESSER III funding as well.	\$ 39,722	\$ 19,861	\$ 19,861	\$ -	\$ -	27-200-1000-120	
273-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring 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.	\$ 39,722	\$ 19,861	\$ 19,861	\$ -	\$ -	27-300-1000-120	
273-1-008-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	Hiring 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 noticable. This will allow for our students to receive extra help with these needs. The plan will be to extend this position into ESSER III funding as well.	\$ 48,500	\$ 24,250	\$ 24,250	\$ -	\$ -	27-200-1000-111	

273-1-009-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	Hiring 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 noticable. This will allow for our students to receive extra help with these needs. The plan will be to extend this position into ESSER III funding as well.	\$ 48,500	\$ 24,250	\$ 24,250	\$ -	\$ -	27-300-1000-111	
273-1-010-20210608	Eligible	Direct Allocation	Instruction	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. The plan will be to extend this position into ESSER III funding as well.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	27-200-1000-111	Per applicant, This summer enrichment school is to help replace lossed learning opportunities for our students during the school year. This summer school will be done locally and explore local careers and local businesses within the north central Kansas area. This expense will cover the teachers to provide instruction needed for this summer enrichment school to happen. The students will work with a local technical college, the Kansas Fish and Game, local veterinarians, and many other local business people. Small field trips will be taken each day of this summer experience.
273-1-011-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	3. Providing principals and other school leaders with resources to address individual school needs	Fontis Pinnel Literacy expansion: This will allow each student to have the needed resource. Shared material were used in the past school years. This will be used at Kindergarten, First Grade, and Second Grade. This will also help with social distancing.	\$ 32,699	\$ 32,699	\$ -	\$ -	\$ -	27-200-1000-610	



QBlkmMZj

274_Oakley_ESSER II Plan_0521

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 274 - Oakley Public Schools
Applicant / Mailing Address	621 Center Ave, Ste 103 Oakley, KS 67748
Applicant / First and Last Name of Owner, CEO, or Executive Director	Ken Bockwinkel
Applicant / Email Address of Owner, CEO, or Executive Director	kbockwinkel@oakleyschoolsks.com
Applicant / Phone Number	785 671 4588

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	Oakley Public Schools
District Number	274

Mailing Address Street Address	621 Center, Ste 103
Mailing Address City	Oakley
Mailing Address Zip Code	67748
Authorized Representative of the District Name	Ken Bockwinkel
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	kbockwinkel@oakleyschoolsks.com
Authorized Representative of the District Phone Number	+17856714588
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

There were dual impacts associated with the shutdown during the spring of 2020. The academic impact was documented during our fall assessments utilizing STAR Reading and Math. The number of students not meeting their targets rose by more than 30% in both the math and reading scores. That number did not change much during the winter and spring assessments, indicating that intensive intervention was necessary to get back on track. There was no significant difference in the needs of special populations, although our enrollment is small enough to mask these items.

The social-emotional impact of the COVID 19 shutdown was significant. We had increased behavioral issues, particularly in our middle school and elementary students. These impacts were especially noticeable in our low social-economic students and students, although there was an increase across the board. Around 40% of our students in grades K-8 qualify as low SES. In a student population of 260, that means that 104 students are in this category.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will utilize the ESSER II funding in three main ways: Robust summer school and after school programs to address learning loss; hiring a Student Services Coordinator; continuing with an additional custodian to mitigate the spread of COVID 19 and other diseases.

The summer school and after school programs will address the learning loss that occurred during the shutdown in the Spring of 2020. The summer school program will operate for four weeks and four hours a day. We will employ a coordinator, 8 teachers, a para, and a library aide to help the students in an intense reading and math program. We have around 80 students enrolled in the program by their parents. The program is designed to strengthen the students skills over the summer in preparation for the 2021-22 school year. The after school program will operate four days a week for 1.5 hours per day. Again, we will employ a coordinator, 8 teachers and paras as needed. This program will continue the reading and math reinforcement, and we will add enrichment activities, parent involvement activities, and homework help.

The Student Services Coordinator will act as a liaison between counselors, families, students, and the school to help reduce the social-emotional issues that arose during the shutdown time. Many of our young students were left to care for themselves during the shutdown, as their parents had to continue to work. These students needed the structured time that school provides, and they developed some negative habits without that structure. Our coordinator is working towards her counseling degree, and she should have that in place in a couple of years.

Finally, we hired an additional custodian with ESSER I monies. We intend to continue utilizing his services, as we saw a reduction in other illnesses over the past year.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to monitor the students' progress in our STAR reading and math reports. If students are making the gains we expect, the reports in STAR should indicate that.


We also expect a reduction in discipline referrals, as our Student Services Coordinator works with our students, families and counselors.

Finally, we hope to continue to see a reduced number of lost days due to illness by having our added custodian deep clean and sanitize at night.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.



274_Oakley_ESSERII_Plan_0...(602 KiB download)

XLSX

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.

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(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

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(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

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

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§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
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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	Ken Bockwinkel
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Date	05/21/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
274	Oakley	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
274-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers will design and implement a robust summer and after school program to address learning loss due to Covid 19. An additional 30% of students were significantly lower than in previous years. In our summer school program we will have 8 teachers serving approximately 70 students for 4 days a week, four hours per day. The program will consist of intensive reading and math lessons designed to mitigate the learning loss that occurred with the shutdown during the Spring of 2020. In the after school program, we will utilize 8 teachers serving approximately 80 students for 4 days a week for 1.5 hours per day. In addition to addressing reading and math needs, we'll expand the program to add enrichment activities and homework help.	\$ 88,800	\$ -	\$ 44,400	\$ 44,400	\$ -	90700	
274-1-002-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	10. Providing mental health services and supports	A Student Services Coordinator will be hired to serve as a liaison between counselors, mental health agencies, families and the school. A significant number of students had increased behavioral issues following the Covid 19 shutdown.	\$ 94,000	\$ -	\$ 47,000	\$ 47,000	\$ -	90705	
274-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This is para support for students in our summer school and after school programs.	\$ 12,240	\$ -	\$ 6,120	\$ 6,120	\$ -	90710	

274-1-004-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementin g public health protocols for the reopening and	An additional custodian was hired to deep clean and santize our attendance centers at night. We will continue this practice for the next few years. The 2021 expenditure covers this expense that has already occurred but was not covered by ESSER I funds.	\$ 33,833	\$ 6,261	\$ 27,572	\$ -	\$ -	90715	
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JeRZMloY

286_Chautauqua County Community School_ESSER II Plan_0329

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	Chautauqua County Community School
Applicant / Mailing Address	416 E. Elm Suite B Sedan, KS 67361
Applicant / First and Last Name of Owner, CEO, or Executive Director	Kay Hill
Applicant / Email Address of Owner, CEO, or Executive Director	hillk@usd286.org
Applicant / Phone Number	6207253187

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	Chautauqua County Community School
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District Number	286
Mailing Address Street Address	416 E. Elm Suite B
Mailing Address City	Sedan
Mailing Address Zip Code	67361
Authorized Representative of the District Name	Kay Hill
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	hillk@usd286.org
Authorized Representative of the District Phone Number	+16207253187
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	searsk@usd286.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our data shows that our students are showing some learning loss due to extended time out of school due to the pandemic. Most students showing learning losses are students with disabilities and our socioeconomically disadvantaged students. USD 286 students have been in in-person learning since August. Due to missed in-person learning during the pandemic, we have recently revamped our elementary MTSS to offer more core support to our students in Reading and Math. Our data has shown learning loss in both core areas and we wanted to be proactive in meeting the needs of those students showing some regression. MTSS structures were changed to meet those needs. Progress monitoring data is being collected and data-driven decisions on the placement of students are made by teams to meet student learning needs. In the JR-SR High, this data is used to place students in MTSS to work on reading and math learning gaps.

Our data has shown that some students show some disconnect from school and depression. We are seeing this in the JR-SR High from data from surveys, Community Care Survey, and MySabers. Attendance due to the pandemic has also been an issue as well. We are working to find ways to re-engage our students at school through professional development with staff and these new programs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
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- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our plan is to use funds to increase supports during the summer and upcoming school year. We plan to add an elementary counselor for our PreK-6 students. Currently, we have one counselor for approximately 380 students. Data from CC Survey and MySabers shows our students have become disconnected from school. This school year we are seeing more mental health issues. The ability to have a counselor for each building will allow us to offer more supports for students. We plan to add a reading intervention teacher for K-3. Our reading intervention teacher will be able to targeted skills for those who are showing learning loss. During the pandemic is was difficult for our K-3 to be as focused online. We feel some students have missed essential skills needed to become good readers. This teacher will able to work with students and staff to close those gaps. The Summer Camp program will help us keep ours students engaged during the summer. We are offering summer school to PreK-12. We plan to offer some engaging hands-on learning for students. Metal, Woods, Hunter Safety, Drones, and Number Ninjas are just a few of the activities. We will also be offering some social-emotional curriculum and mental health supports through the summer. We have requested money for supplies and curriculum. During the pandemic, students in our Agriculture CTE courses missed out on many hands-on learning experiences. For the 2021-2022 school year, we plan to offer additional time for students to have project-based experiences in Agriculture CTE courses. We plan to hire a part-time teacher/teacher aide to provide our Ag teacher with additional time and supports to work with our students on projects within the CTE curriculum. These courses provide our students to become career and college-ready and to become leaders in a global economy.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of ESSER II allocations through data from local assessments, surveys, state assessments, and attendance. We will work with our site council, building, and district leadership team to review data sources to assess the validity of the programs.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


XLSX

[USD 286 Chautauqua Co Co... \(149 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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.

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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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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 | Kay L Hill

Date | 05/06/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
286	Chautauqua Co Com	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
286-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	The pandemic has impacted the mental health of our students. In order to address the learning needs we also need to address the mental health needs. Our plan is to add an elementary counselor. We currently have only one counselor to serve close to 385 students. By providing more time and attention to our PreK-6 we will be able to offer more supports to all student in our school. Our data has shown our students are more depression and disengaged due to the pandemic. We want to be able to add the supports they need to be successful in the classroom and outside the classroom.	\$ 54,400	\$ 54,400	\$ -	\$ -	\$ -	34140	Elementary Counselor Salaries and benefits
286-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In order to close the learning gaps due to the pandemic in reading for our K-3 student we plan to add a teacher for reading interventions. Our students missed important learning last school year and our data is showing gaps especially in early literacy. It will be our goal to have all students reading on grade level by 3rd grade. By adding this position we will be able to provide consistent and target assistance to students that show learning regression from lost instructional time during the pandemic.	\$ 56,200	\$ 56,200	\$ -	\$ -	\$ -	34140	K-3rd grade intervention teacher Salaries and benefits

286-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We want to expand our summer programs to include PreK-12 grade. We have budgeted 4 teachers (\$11,142) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 11,142	\$ 11,142	\$ -	\$ -	\$ -	34140	
286-1-004-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	We have budgeted \$2000 for supplies and \$3032 for curriculum. This budget will be used to support the summer school project-based learning and reading and math targeted assistance. Summer programs were needed to address the learning needs due to the pandemic and the learning loss data is showing from our students.	\$ 5,032	\$ 5,032	\$ -	\$ -	\$ -	34100	They are purchasing the "Do the Math" curriculum for summer school. It is a research-based program that will work to help our students rebuild critical math foundations. We are seeing gaps in learning due to the pandemic. This program is designed for at-risk and struggling students who require more practice in math. This program will help during summer school to progress our students to reach grade-level proficiency. (Phone Call, 5/14/2021)

286-1-005-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Our data has show that our student are not as engaged in learning as they were prior to the pandemic. We see the need to expand our CTE courses to provide student with more engaging, project-rich curriculum. We would like to add a part-time teacher in our agriculture programs to help our current teacher offer more hands-on experiences for our students. This would provide students who are interested in vocational careers the opportunity to work as a team, problem solve, build communication skills, and promote college/technical school readiness. With the pandemic our students lost opportunities to participate in many hands-on, project based learning. With the additional supports our CTE course could offer more hands-on experiences. Students would benefit from the additional time and instructor to help with those experiences. Paid as part-time teacher and instructional aide.	\$ 35,500	\$ 35,500	\$ -	\$ -	\$ -	34140	
286-1-006-20210608	Eligible	Direct Allocation	Operation of Building	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase various cleaning supplies to sanitize and clean school facilities.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	34110	
286-1-007-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Our focus will be with identifying and supporting learning gaps that have been caused by the pandemic. Those interventions will be focused on reading and math and other subject areas. K-12 site license for IXL Learning will provide interventions in math, ELA, science and social studies. This is a digital software that our students can use year round and can also be delivered remotely if necessary.	\$ 7,845	\$ 7,845	\$ -	\$ -	\$ -	34180	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

286-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We want to expand our summer programs to include PreK-12 grade. We have budgeted 5 instructional aides (\$8,881) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 8,881	\$ 8,881	\$ -	\$ -	\$ -	34140	Summer paras salary and benefits (Phone Call, 5/14/2021)
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288_Central Heights_0428

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Central Heights, USD 288
Applicant / Mailing Address	
	3521 Ellis Rd. Richmond, KS 66080
Applicant / First and Last Name of Owner, CEO, or Executive Director	Nathan Hinrichs
Applicant / Email Address of Owner, CEO, or Executive Director	nhinrichs@usd288.org
Applicant / Phone Number	785-869-3455

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Central Heights
District Number	288
Mailing Address Street Address	3521 Ellis Rd.

Mailing Address City	Richmond, KS
Mailing Address Zip Code	66080
Authorized Representative of the District Name	Nathan Hinrichs
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	nhinrichs@usd288.org
Authorized Representative of the District Phone Number	+17858693455
Would you like to add additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID has impacted the the students of USD 288 in many ways. First, students were sent home from school last Spring and finished the school year remotely. This learning format worked for some students and others struggled and all students missed on the social and emotional benefits of being at school with their peers. This year, USD 288 has offered both in person and remote instruction to all students (their choice). At the beginning of the school year, we had 107 students choosing to stay home and learn remotely, we currently have 29. Providing instruction both remotely an in person has created many challenges, as additional professional development and technology were needed. In addition, cleaning, social distancing and safety protocols had to be put in place for the safety or students and staff, which was an adjustment for everyone involved. Fortunately, these items were paid for with ESSER-1 and SPARK funds. As the year has progressed, we have identified the need to address learning loss in the area of Elementary Math, as well as social and emotional needs in the Elementary and Secondary.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Central Heights proposes to utilize ESSER funds to address learning loss and student needs directly associated with COVID. We would like to hire an additional Counselor, which will be placed at the Middle School, the area identified as having the greatest Counseling need by our administrative team. In addition to addressing the counseling needs created by the COVID, this position will oversee the implementation of our

new SEL curriculum, district wide. We also propose hiring a Title Math teacher at our elementary school to address learning loss, as a result of COVID. In addition, we propose hiring an At-Risk specialist to the elementary school to work with student one on one and in small groups to address social emotional and academic issues caused by the pandemic. Finally, we propose hiring an additional nurse, as the demands of COVID have created more work than our current nursing staff can handle.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will utilize a variety of data to determine the impact of these positions on our students. We will utilize both local Math assessments and state Math assessments, to determine the effectiveness of the Title Math position. We will utilize local SEL data, as well as attendance and office referral to determine the effectiveness of the Counselor position. We will utilize attendance, grade and SEL data to determine the effectiveness of the At-Risk position. Finally, we will utilize daily logs and over time hours to determine the effectiveness of the additional nursing position.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[288 CentralHeights ESSER... \(154 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Nathan Hinrichs
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Date	05/19/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
288	Central Heights	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
288-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Elementary Math Specialists (Title Math). This position will work with individual and small groups of elementary students to address learning loss in the area of Math, caused by the pandemic.	\$ 66,389	\$ 66,389	\$ -	\$ -	\$ -	20	
288-1-002-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary and benefits for a school counselor. This position will deal with the increased social and emotional needs of students, as a results of the pandemic.	\$ 76,287	\$ 76,287	\$ -	\$ -	\$ -	6	
288-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Elementary At-Risk position. This position will work with individual elemnatry srudents to help them with academic, emnotional and social needs, caused by the pandemic.	\$ 38,310	\$ 38,310	\$ -	\$ -	\$ -	13	
288-1-004-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Salary and benefits for a school nurse position. This position will work with our students, staff and county health to respond to potential cases and to educate our students and staff on COVID, vaccinations, tc.	\$ 50,842	\$ 50,842	\$ -	\$ -	\$ -	6	



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 | Jolene Dempewolf

Applicant / Mailing Address

| jdempewolf@usd294.org

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jolene Dempewolf of USD 294, Board Clerk

Applicant / Email Address of Owner, CEO, or Executive Director | jdempewolf@usd294.org

Applicant / Phone Number | 7854753805

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) | 48-0720777

Fiscal Agent / Name (if applicable) | Oberlin USD 294

Fiscal Agent / Mailing Address (if applicable)

| 131 East Commercial St
Oberlin, KS 67749

Application details

Full District Name	Oberlin USD 294
District Number	294
Mailing Address Street Address	131 East Commercial St
Mailing Address City	Oberlin
Mailing Address Zip Code	67749
Authorized Representative of the District Name	Jolene Dempewolf
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	jdempewolf@usd294.org
Authorized Representative of the District Phone Number	+17854753805
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jappegate@usd294.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact of COVID -19 on our district centered on social emotion issues of isolation, depression and some substance abuse. We had one suicide attempt which made us dig deep into trauma issues with both student and faculty. Faculty at the high school are getting a more intense trauma training this summer. it also affected our academics in some ways. Some students and families looked at homework as optional like last spring and we had some attendance issues at both elementary and secondary. Attitudes did eventually change but there were learning loss because of it. We will be using summer school to help with credit recovery and skills that were missed during the school year. The social emotional, attendance and homework completion affected more of our at-risk population (poverty) than others. Though there were trauma issues that crossed all populations. We are over 50% as a district for F/R so it would be about 180 students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We have \$100 left to spend on ESSER I funds and we will be spending it on PPE (sanitation chemical). It will be spent before the end of May.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 294 Oberlin will be using ESSERII funds to address COVID -19 needs through academics, technology and building needs. Academically, we will purchase Fastbridge for our K-12 summative assessment tool. This tool will give us consistency on reporting our academic data with common language to explain results. Plus it also contains a social emotion survey which will be beneficial and with a consistent survey to use yearly to determine our needs.

For 7-12 credit recovery, we are planning to purchasing Edgenuity program for summer school and during the school year. We will also be offering summer school to work on skill deficits and credit recovery with those that need it at the secondary level. We are concentrating on working on skills that were missed or not mastered do to last spring and this year.

With added technology from computer programs, wifi needs, one to one devices, we need to upgrade our cabling to Cat 6. Connectivity can be an issue. COVID-19 exposed some of our issues and to have a healthy technology backbone is crucial.

We have many issues with ventilation in our old facilities. We have many windows that do not open or have been permanently sealed. We have two projects to install new windows that can be opened for ventilation.

We will be purchasing touch less faucets/toilets for the elementary school. This will help with sanitation and spreading of bacteria and viruses.

We have a sub shortage do to COVID-19 that we would like to hire a full time sub to help cover for teachers at are absent.

As we push our students to participate in activities which will help with their social emotional well being and build friendships.

We discovered we do not have the needed band instruments to accommodate students. Need to buy more instruments.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

With Fastbridge, we will have better data to analyze our student learning. Hopefully, when we assess our students in the fall, they will show improvement over last year because of the intense instructor on skills that were deficits.

Edgenuity will help students make up credits and pass their classes.

With the touch less faucet/toilets, hopefully we will have less student sickness and cleaner bathroom facilities.

Cabling as well as window upgrades, the improvements to connectivity and fresh air and ventilation for the building will help with health of students and personnel.

Having a full time sub will mean that we will not have to double of classes as often which will help with instruction and student learning

Having instruments so students can participate in band.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

ESSERII-ApplicationTempla... (154 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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 of 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	Joel Applegate
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Date	05/24/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
294	Oberlin	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
294-1-001-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Fastbridge Program K-12 (3 Years). Help with data collecting for helping with learning loss due to Covid	\$ 5,935	\$ 1,978	\$ 1,978	\$ 1,978	\$ -	69-1000-653-02	Account names were added for all line-items as directed by Jolene Dempewolf, Board Clerk, the contact listed on the submission.
294-1-002-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Fastbridge Program K-12 (3 Years). Help with data collecting for helping with learning loss due to Covid	\$ 5,935	\$ 1,978	\$ 1,978	\$ 1,978	\$ -	69-1000-653-04	
294-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School OES 2 Weeks (3 Years)(4 Teachers). To Support learning loss due to Covid.	\$ 19,200	\$ 6,400	\$ 6,400	\$ 6,400	\$ -	69-1000-111-02	
294-1-004-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School DCHS 4 Weeks (3 Years)(4 Teachers) Support Learning loss due to Covid.	\$ 38,400	\$ 12,800	\$ 12,800	\$ 12,800	\$ -	69-1000-111-04	
294-1-005-20210608	Eligible	Direct Allocation	Instruction	Instruments	3. Providing principals and other school leaders with resources to address individual school needs	Band Instruments DCHS. Help kids coming back with activities for social and emotional needs.	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	69-1000-738-04	Learning loss and social emotional per email.

294-1-006-20210608	Eligible	Direct Allocation	Land Improvement	All Other 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	New Touchless Sinks/Toilets. To help prevent Covid spreading with Touchless Items.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	69-4200-719-02	
294-1-007-20210608	Eligible	Direct Allocation	Land Improvement	Other	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Cabling Installation OES. Improving Internet capabilities in building for Learning.	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	69-4200-659.02	
294-1-008-20210608	Eligible	Direct Allocation	Land Improvement	Other	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Cabling Installation DCHS. Improving Internet capabilities in building for learning.	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	69-4200-659-04	
294-1-009-20210608	Eligible	Direct Allocation	Land Improvement	All Other 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	Windows DCHS. Help with good air ventilation through building.	\$ 38,897	\$ 38,897	\$ -	\$ -	\$ -	69-4200-719-04	Allowable if CDC guidelines are met.

294-1-010-20210608	Eligible	Direct Allocation	Land Improvement	All Other 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	Windows Second Project. Help with good air ventilation through the building.	\$ 31,618	\$ 31,618	\$ -	\$ -	\$ -	69-4200-719-04	Allowable if CDC guidelines are met.
294-1-011-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Full- Time Sub 1 Year. Help with the support of learning loss due to Covid.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	69-1000-111-02	
294-1-012-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Full- Time Sub 1 Year. Help with the support of learning loss due to Covid.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	69-1000-111-04	
294-1-013-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity (7-12). Help With the support of learning loss due to Covid.	\$ 15,800	\$ 15,800	\$ -	\$ -	\$ -	69-1000-653-04	



LEaymzoL

305_Salina_ESSER II Plan_0514

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 305 Salina

Applicant / Mailing Address

PO Box 797

Salina, KS 67402-0797

Applicant / First and Last Name of Owner, CEO, or Executive Director

Lisa Peter

Applicant / Email Address of Owner, CEO, or Executive Director

lisa.peters@usd305.com

Applicant / Phone Number

785-309-4764

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

Salina Unified School District 305

District Number

305

Mailing Address Street Address	1511 Gypsum Avenue
Mailing Address City	Salina
Mailing Address Zip Code	67401
Authorized Representative of the District Name	Lisa Peters
Authorized Representative of the District Position or Title	Executive Director of Business
Authorized Representative of the District Email Address	lisa.peters@usd305.com
Authorized Representative of the District Phone Number	+17853094764
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	linn.exline@usd305.com
Other District Representative 2 Email Address	shanna.rector@usd305.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.

School closure in the spring of 2020 negatively impacted student learning and social emotional growth, especially at the early grades. Kindergarten students missed the quarter of school when most students begin application of early literacy skills. The impact on reading and math development has become increasingly evident. More students are requiring supplemental instruction. District wide data indicates increased students not on grade level (reading 4% increase/math 5% increase.)

Grade 6-12 students were in a hybrid model for the first three quarters. The hybrid model was changed at the end of first quarter because of course failures (nearly doubled) and social emotional concerns. For quarter 2, we moved from a 2-day a week model to an AM/PM model. Secondary students experienced three schedule adjustments as we adjusted to address learning needs. Those schedule changes caused added stress and required students/staff to readjust. Course failures have resulted in the need for more credit and unit recovery.

We provided a remote option for families who were reluctant to reenter the comprehensive schools in the fall of 2020 due to health concerns. Some students excelled in that environment, but for many, the need for the consistency and structure of in-building instruction become quickly evident. To support struggling students, we deployed social worker and counselor resources to engage in conversations to transition students back into the comprehensive school.

We are encountering increased social-emotional needs. Social workers, family support specialists and counselors found the need to adjust daily practice to address these needs.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER funds will continue to support salaries for remote teachers for nearly 700 students who chose remote instruction due to the pandemic. Instructional assistants were hired to supervise our classrooms when quarantine resulted in staff absences. This allows the regular classroom teacher to instruct remotely from home, providing continuity for our students. All funds will be expended by June 30, 2021.

Our grab and go food service required disposable containers and name badges to track who received the meals. The funds allowed us to ensure that every student had access to breakfast and lunch from March 2020 through the 2020-2021 school year.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess

- students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
 - Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 305 will use ESSER funds to target pandemic related social-emotional learning loss and academic learning loss. The majority of funds will support direct service to students, but transportation to ensure students have access to before/after school supports will also be provided.

Our intention is to add social workers and family support personnel to address social emotional needs. Both will work to connect families and students with community and school supports. In addition, social workers will work during the school day with small groups of students to provide targeted SEL instruction. Social workers will also support students who are struggling to reengage in the comprehensive school environment.

Academic supports will be provided through interventionists, summer school, before and after school programs, credit recovery and reduced class size. Interventionists, classified and certified, will provide small group instruction targeted to gaps in learning at the elementary and middle school levels. Elementary summer school has been expanded to allow any student who wishes to participate to do so. Elementary summer learning will be in two 3-week sessions with one targeting reading development and the other targeting math development. Both sessions will have social-emotional and elective learning as well. Before and after school programs will be provided. At the elementary level those programs will provide small-group targeted skill instruction. At the secondary level, the focus will be supporting students who didn't pass courses due to intermittent schooling during the pandemic. In addition, our performance-based diploma program will be expanded during the school day to increase access to in-school credit recovery for students who are unable to attend after-school sessions. Class-size reduction will allow us to target elementary needs, specifically at the early grades where the pandemic had a significant impact on reading development.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Each building identified pandemic-related needs and programming to address those needs as part of our application process. Buildings provided how they would identify students for support for each intervention and how they would evaluate success of the intervention. We plan to use a combination of academic and social emotional pre/post measures to determine impact of the programming supported by ESSER funds. We will use pre post phonemic awareness and phonics assessments for early literacy evaluation, the Benchmark Assessment System (BAS) for reading comprehension. In math, we will use the iReady math diagnostic assessments. Credits failed and recovered will be used to measure effectiveness of programming at the secondary level. SRSS screener data, course failures, requests for counselor support, self-harm assessments, and attendance will be used to measure SEL support impact.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

305_Salina_ESSER II Plan ... (153 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
 - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
- (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
- 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
- (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
- (b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
- (Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating

- instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
 - Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
 - Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Lisa Peters
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Date	05/14/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
305	Salina	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
305-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 350,000	\$ -	\$ 175,000	\$ 175,000	\$ -	1-31-1000-110-0000-41A-64900	
305-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 26,776	\$ -	\$ 13,388	\$ 13,388	\$ -	1-31-1000-220-0000-41A-64911	
305-1-003-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 350	\$ -	\$ 175	\$ 175	\$ -	1-31-1000-260-0000-41A-64912	

305-1-004-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Worker's Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 1,400	\$ -	\$ 700	\$ 700	\$ -	1-31-1000-270-0000-41A-64913	
305-1-005-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 24,360	\$ -	\$ 12,180	\$ 12,180	\$ -	1-31-2100-110	
305-1-006-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 1,864	\$ -	\$ 932	\$ 932	\$ -	1-31-2100-220-0000-41A-64931	
305-1-007-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 24	\$ -	\$ 12	\$ 12	\$ -	1-31-2100-260-0000-41A-64932	

305-1-008-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 98	\$ -	\$ 49	\$ 49	\$ -	1-31-2100-270-0000-41A-64933	
305-1-009-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 12,000	\$ 3,000	\$ 6,000	\$ 3,000	\$ -	1-31-2400-110-0000-41A-64940	
305-1-010-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 918	\$ 230	\$ 459	\$ 229	\$ -	1-31-2400-220-0000-41A-64951	
305-1-011-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 12	\$ 3	\$ 6	\$ 3	\$ -	1-31-2400-260-0000-41A-64952	

305-1-012-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 48	\$ 12	\$ 24	\$ 12	\$ -	1-31-2400-270-0000-41A-64953	
305-1-013-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of iReady software which will be used to assess students and identify gaps in learning due to the pandemic. This purchase includes software for elementary reading and math as well as middle school math.	\$ 360,000	\$ 160,795	\$ 199,205	\$ -	\$ -	1-31-1000-653-0000-412-64020	
305-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 305 plans to add certified instructional staff to lower class sizes and provide additional help for students who have experienced learning loss. These include classroom teachers, classroom interventionists and virtual interventionists. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 24.5 staff located in all 12 school buildings	\$ 2,455,684	\$ -	\$ 1,227,842	\$ 1,227,842	\$ -	1-31-1000-110	
305-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 305 plans to add classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 16 staff	\$ 621,362	\$ -	\$ 310,681	\$ 310,681	\$ -	1-31-1000-120	

305-1-016-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Employer Paid Health Benefit Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 363,200	\$ -	\$ 181,600	\$ 181,600	\$ -	1-31-1000-210	
305-1-017-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 235,398	\$ -	\$ 117,699	\$ 117,699	\$ -	1-31-1000-220	
305-1-018-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 3,074	\$ -	\$ 1,537	\$ 1,537	\$ -	1-31-1000-260	

305-1-019-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Workers Comp Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 12,282	\$ -	\$ 6,141	\$ 6,141	\$ -	1-31-1000-270	
305-1-020-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Employer Paid Retirement Benefit Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 49,000	\$ -	\$ 24,500	\$ 24,500	\$ -	1-31-1000-290	
305-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 37 staff will serve approximately 549 students in this program at multiple locations.	\$ 227,962	\$ -	\$ 113,981	\$ 113,981	\$ -	1-31-1000-110	
305-1-022-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 11 staff will serve students in this program at multiple locations.	\$ 24,912	\$ -	\$ 12,456	\$ 12,456	\$ -	1-31-1000-120	

305-1-023-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	FICA Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 19,648	\$ -	\$ 9,824	\$ 9,824	\$ -	1-31-1000-220	
305-1-024-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Unemployment Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 256	\$ -	\$ 128	\$ 128	\$ -	1-31-1000-260	
305-1-025-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11B. Planning and implementing supplemental after-school programs	Workers Comp Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 1,028	\$ -	\$ 514	\$ 514	\$ -	1-31-1000-270	
305-1-026-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	USD 305 plans to hire additional social workers to support mental health needs of students and families due to the pandemic. 8 FTE	\$ 801,856	\$ -	\$ 400,928	\$ 400,928	\$ -	1-31-2100-110	
305-1-027-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	USD 305 plans to hire additional family support workers to support mental health needs of students and families due to the pandemic. 2.5 FTE	\$ 166,436	\$ -	\$ 83,218	\$ 83,218	\$ -	1-31-2100-120	
305-1-028-20210608	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	Employer Paid Health Benefit Cost: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 96,800	\$ -	\$ 48,400	\$ 48,400	\$ -	1-31-2100-210	

305-1-029-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	FICA Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 74,072	\$ -	\$ 37,036	\$ 37,036	\$ -	1-31-2100-220	
305-1-030-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	Unemployment Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 966	\$ -	\$ 483	\$ 483	\$ -	1-31-2100-260	
305-1-031-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	10. Providing mental health services and supports	Workers Comp Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 3,870	\$ -	\$ 1,935	\$ 1,935	\$ -	1-31-2100-270	
305-1-032-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Employer Paid Retirement Benefit Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 8 FTE	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	1-31-2100-290	
305-1-033-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 16,206	\$ -	\$ 8,103	\$ 8,103	\$ -	1-31-2200-120	

305-1-034-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	FICA Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 1,238	\$ -	\$ 619	\$ 619	\$ -	1-31-2200-220	
305-1-035-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 18	\$ -	\$ 9	\$ 9	\$ -	1-31-2200-260	
305-1-036-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Worker's Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Workers Comp Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 64	\$ -	\$ 32	\$ 32	\$ -	1-31-2200-270	
305-1-037-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students.	\$ 38,128	\$ -	\$ 19,064	\$ 19,064	\$ -	1-31-2710-513	

305-1-038-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students.	\$ 14,388	\$ -	\$ 7,194	\$ 7,194	\$ -	1-31-2710-626-0000-41B	
305-1-039-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase personal protective equipment(PPE) such as face masks, instrument bell covers, gloves, etc. to limit spread of COVID19	\$ 58,000	\$ 22,000	\$ 29,000	\$ 7,000	\$ -	1-31-2100-610-0000-407	



dGkGyMMd

306_Southeast of Saline_ESSER II Plan_0430

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	Southeast of Saline USD 306
Applicant / Mailing Address	5056 E. K-4 Highway • Gypsum, KS 67448
Applicant / First and Last Name of Owner, CEO, or Executive Director	Roger Stumpf
Applicant / Email Address of Owner, CEO, or Executive Director	rstumpf@usd306.org
Applicant / Phone Number	7855364291

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	Southeast of Saline
District Number	306
Mailing Address Street Address	5056 E. K-4 Highway

Mailing Address City	Gypsum
Mailing Address Zip Code	67448
Authorized Representative of the District Name	Roger Stumpf
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rstumpf@usd306.org
Authorized Representative of the District Phone Number	+17855364291
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	kloader@usd306.k12.ks.us
Other District Representative 2 Email Address	sash@usd306.k12.ks.us

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Southeast of Saline suffered 9 -weeks of diminished learning when school was dismissed in the Spring of 2020. Although we have not lost a single day of instruction in the 20/21 school year, we have noticed significant impacts to our learning environment. Students are being referred and served by our counseling department and through our Mental Health Pilot Program at a much higher rate. Although we do not have a district operated preschool, we have done kindergarten roundup for next year and have concerns about the impact of wearing masks and social isolation. This continues up through all grades. Some students have performed higher with the alternative learning environments but they are the exception. We are seeing increasing fatigue in students and staff and high levels of stress and anxiety. Many of our mitigation strategies will focus on recovering lost academic skills and addressing the social emotional needs of our population. Much of the cost impact of the pandemic was covered by the Sparks and ESSER I money but those measures did not end at December when the money ran out. We have been covering the costs related to teaching in a pandemic since December and will be asking for some of ESSER II to reimburse those expenses.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will use nearly a third of the ESSER II dollars to reimburse the district for covid related costs already incurred between the time Sparks and ESSER I ended and the time ESSER II was able to be accessed. These expenses include funding the three paraprofessionals and the three long term subs employed in August to assist the district with covid related absences and assist with covid protocols. We also have spent money on PPE and we have paid wages for our gating committee and our Leadership team meets as they met to review protocols and to plan for covid related expenditures like summer school. We will use funds to design and operate a summer school. We are purchasing a K-12 Social Emotional curriculum to address the growing trauma impacted number of students. We are purchasing an ACT preparatory program to address the decline in post secondary preparedness due to remote learning. We will hire two paras for 21-22 to address the needs of the at-risk and delayed related to remote learning and lost learning. One will serve K-6 and the other 7-12. We will send several elementary teachers to a reading training at ESSDACK to address systematic reading loss. We will bring our Elementary and ELA teachers in for one day training on the science of reading. We will pay for a block of decodable readers to increase access to the material needed for these reading programs to function efficiently. And we will purchase a one year extension to our math curriculum to account for the delay in our normal textbook adoption practices due to the work load associated with covid teaching.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Southeast of Saline will use the same data tracking that we used to identify learning losses to track the recovery of students through these programs. We are anxious to get our state assessment results back to add to our data pool. We use Fastbridge in the elementary and closely monitor ACT, PSAT, and now PACT scores for trendlines. Like most schools we are nervous about the post secondary success of the classes of 2020 and 2021. We will track college credit earned in HS as well as certificates earned in High School. We also contact graduates one year out to ascertain their progress towards the state definition of success.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

[306 Southeast of Saline E... \(158 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service

delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

| Roger A. Stumpf

Date

| 05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
306	Southeast Of Saline	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
306-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 306 hired 3 long term paras to assist with covid protocols and reduce class size. We also hired 3 full time substitute teachers to address increased absenteeism due to covid quarantine and illness. The money to pay these hires expired in December and we needed to "continue to employ existing staff of the local educational agency."	\$ 16,857	\$ 16,857	\$ -	\$ -	\$ -	57-2-1000-120	3 Subs references twice; Applicant responded via email (5/26/21): USD 306 hired 3 long term paras to assist with covid protocols and reduce class size. The money to pay these hires expired in December and we needed to "continue to employ existing staff of the local educational agency."
306-1-002-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Staff were paid an hourly rate to meet in committees to "develop strategies and implementing public health protocols for the reopening and continued operation of school facilities." Gating committee met weekly for a while then bi-monthly. Meetings were 30 minutes paid at \$20 per hour. Leadership committee met periodically to review remote learning issues and plan for learning loss.	\$ 7,120	\$ 7,120	\$ -	\$ -	\$ -	57-4-2200-110	

306-1-003-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	We purchased a number of different PPE items and cleaning supplies including disinfectants, vacuums, electrostatic sprayers, gloves, and more. These supplies were necessary both to directly attack the virus but also to quicken the cleaning process to allow for the extra burden covid cleaning put on our custodial staff.	\$ 2,028	\$ 2,028	\$ -	\$ -	\$ -	57-4-2600-600	
306-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 306 has not operated an academic summer school so this implementation took a lot of planning. We are budgeting for 12 teachers working half days over three weeks hoping to service 120 students. Realistically we fear that we will get half that number of students to enroll. Our budget is attached to the application. Subsequent years of summer school will be funded through ESSER III.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	57-4-1000-110	

306-1-005-20210608	Eligible	Direct Allocation	Support Services - School Administration	Debt Service & Miscellaneous	3. Providing principals and other school leaders with resources to address individual school needs	We felt it necessary to provide a comprehensive social emotional curriculum with the accompanying training to address the mental health and social deficits caused by social isolation and mask wearing during FY21. The counseling department chose Character Strong and the staff will be fully trained in the program May 3. This could have fallen under item 10 but we are part of the mental health pilot program and do not want to create conflict or confusion with those services already receiving financial assistance. The district will assume the ongoing costs of this program after this initial start up cost as we feel the needs of our students will not be resolved quickly and this program will provide long term benefits.	\$ 15,889	\$ 15,889	\$ -	\$ -	\$ -	57-1-2400-800	
306-1-006-20210608	Eligible	Direct Allocation	Central Services	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	KSDE has expressed much concern over those students who are close to graduation and have been discouraged from their post-secondary goals due to the remote learning and isolation of covid teaching. In an effort to encourage post secondary goals and maximize the student incentive to move forward with college plans we plan to purchase an ACT test prep program that will be integrated into their college and career MTSS sessions being added into the HS schedule.	\$ 1,985	\$ 1,985	\$ -	\$ -	\$ -	57-1-2500-600	Applicant requested that FY 22 \$1,985 be removed to comply with District Allocation

306-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We intend to hire two paraprofessionals to "meet the comprehensive needs of students." One para will be assigned to K-6 and the other to 7-12. These are new positions in addition to our normal compliment of special education and title paras that will assist struggling students "address learning loss, including low-income students, children with disabilities, and minorities." Budget includes salary and all associated costs. It will be our intension of continuing these two positions with fundign from ESSER III for an additional two years.	\$ 27,181	\$ -	\$ 27,181	\$ -	\$ -	57-2-1000-120	Applicant requested that FY 21 budget be removed; Add FY22 \$27,181
306-1-008-20210608	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	We will be sending several teachers and paraprofessionals to an intensive reading training at ESSDACK over the summer to "address learning loss amoung student, including low-income, children with disabilities, and minorities by (B) implementing evidence-based activities to meet the comprehensive needs of students."	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	57-4-2200-300	

306-1-009-20210608	Eligible	Direct Allocation	Support Services - School Administration	Debt Service & Miscellaneous	3. Providing principals and other school leaders with resources to address individual school needs	Teachers will be receiving multiple trainings over the summer in the science of reading and we find that we are short in decodable readers to implement these strategies in an effective and efficient way to remediate lost learning. This purchase will provide the elementary principal with the resources necessary to address the reading needs of our students.	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	57-1-2400-800	
306-1-010-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teachers were required to supervise students during mornings in the classroom in order to keep students from congregating in groups and to maintain cohorts for Covid protocols. This additional supervision should be compensated as per our negotiated agreement. Minimum 10 minutes for approximately 50 teachers over 170 days. This equates to about \$2 per day or \$12 per hour based on the 10 minute figure.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	57-4-2200-110	Applicant requested FY21 \$18,000 be amended to \$25,000; Applicant clarified this is a reimbursement.
306-1-011-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 306 hired 3 full time substitute teachers to address increased absenteeism due to covid quarantine and illness. The money to pay these hires expired in December and we needed to "continue to employ existing staff of the local educational agency."	\$ 34,375	\$ 34,375	\$ -	\$ -	\$ -	57-2-1000-115	

306-1-012-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ	Benefits paid to temporary aide/certified substitute.	\$ 3,967	\$ 3,967	\$ -	\$ -	\$ -	57-2-1000-210	
306-1-013-20210608	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	document camera, individual art supplies	\$ 761	\$ 761	\$ -	\$ -	\$ -	57-1-000-600	Information as it relates to COVID-19; Applicant responded via email: We purchased several document cameras top assist with remote teaching during covid quarantine. We also purchased individual art supplies to reduce sharing in the age of covid because it is very difficult to sanitize every single surface. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

306-1-014-20210608	Eligible	Direct Allocation	Central Services	Supplies & Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	hot-spots x 5 (April, May, June) and content filters	\$ 12,763	\$ 12,763	\$ -	\$ -	\$ -	57-1-2500-600	Information as it relates to COVID-19; Applicant responded via email: We purchased a block of hot-spots with our SPARKS money. As quarantines declined we canceled most of the subscriptions but need to keep several active to help with the occational quarantine of student or teacher. Hot-spots x 5 (April, May, June). With the additional at home use of devices we had to upgrade our content filter to provide filters off campus as well as on campus. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
306-1-015-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	disinfectant	\$ 600	\$ 600	\$ -	\$ -	\$ -	57-4-2600-680	Applicant responded via email: More disinfectant as we went through so much more sanitizing every desk every hour.
306-1-016-20210608	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	disposable gloves for food preparation/handling safety	\$ 650	\$ 650	\$ -	\$ -	\$ -	57-4-3100-680	
306-2-001-20210608	Eligible	True Up Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security contributions for temporary aides/certified substitutes.	\$ 2,507	\$ 2,507	\$ -	\$ -	\$ -	57-2-1000-220	Applicant requested FY21 \$2,507 be moved to ESSERII True Up Allocation

306-2-002-20210608	Eligible	True Up Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment contributions for temporary aides/certified substitutes.	\$ 27	\$ 27	\$ -	\$ -	\$ -	57-2-1000-290	Applicant requested FY21 \$27 be moved to ESSERII True Up Allocation
306-2-003-20210608	Eligible	True Up Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and	Social Security contributions for gating committee (see Line 16)	\$ 9	\$ 9	\$ -	\$ -	\$ -	57-4-2200-220	Applicant requested FY21 \$9. be moved to ESSERII True Up Allocation
306-2-004-20210608	Eligible	True Up Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Extra duty for our school nurse to provide temperature checks.	\$ 41	\$ 41	\$ -	\$ -	\$ -	57-2-1000-117	Applicant requested FY21 \$10 be moved from Direct Allocation to ESSERII True Up Allocation: FY21 \$41.



weApBAEw

312_Haven_ESSER II Plan_0519

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 | Haven USD 312

Applicant / Mailing Address

| 414 W. Main
| Haven, KS 67543

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kara Schwindt

Applicant / Email Address of Owner, CEO, or Executive Director | kschwindt@havenschools.com

Applicant / Phone Number | 6204653445

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Haven

District Number | 312

Mailing Address Street Address	414 W. Main
Mailing Address City	Haven
Mailing Address Zip Code	67543
Authorized Representative of the District Name	Kara Schwindt
Authorized Representative of the District Position or Title	Director of Learning Services
Authorized Representative of the District Email Address	kschwindt@havenschools.com
Authorized Representative of the District Phone Number	+16204653445
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	dhunsberger@havenschools.com
Other District Representative 2 Email Address	cwedel@havenschools.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 lockdown in response to COVID-19 has interrupted our schooling this past year. While we have made efforts to maintain learning during this period, our students have had to rely more on their own resources to continue learning remotely. While we tried micro-cohorts at the elementary level teachers still had to adapt to new modes of instruction which put stress on them and the students. We found that we needed more technology to be more efficient in delivering online/remote instruction. We also found that we needed more staff members to help implement interventions and mental health services. Our mental health services are increasing. It is essential that our mental health issues be identified and treated because research shows mental health and academic achievement are linked. We need to work on building positive relationships in order to gain trust and confidence and be able to help students move forward to be successful. We have 47% of our student population that is ESOL, SPED or in poverty.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will be using the remaining ESSER I funds to pay teachers for their time during the time we had micro cohorts. In order to keep students in school we tried micro cohorts so that our elementary students could stay in school. In return some of our teachers did not get their full plan times or lunch times so we are using these funds to pay them for their time.

We are also using the ESSER I funds for additional positions that we hired for like temp takers, extra part time nurse, para's, etc. We are also utilizing the remaining funds for supplies to clean and sanitize the buildings in the District.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are proposing to have a Summer Academy that will address the needs of our low income students, children with disabilities and ESL learners. We are using spring AIMSweb data to invite students into the academy and create a hands-on experience for them that will focus on academic and social/emotional needs.

We would like to hire a 7-12 interventionist to provide high quality instruction that will target specific skills for individual students and small groups. This will help with those students that may be behind on skills and get them on grade level. iPADS and Promethean Boards will also be purchased. We would like to have one-to-one devices for our K-2 students to be successful inside and outside of the classroom. Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that.

We would like to make our ½ time counselor into a full time counselor. Currently this position serves half time at two buildings and due to the rise in mental health services making this position full time will help with providing adequate services and support for our students.

We would like to implement an After School Program at the beginning of the 2021-2022 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.

We are in need of a new sanitizing washer and dryer at the Grade School and High School. This will help with cleaning towels, uniforms, and school clothes.

We would like to purchase a SaniDry Sedona Dehumidifier for the basement at the Grade School. This eliminates damp, musty odors by drying and filtering the air.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the impact of our Summer Academy, Interventionist, Counselor, and After School program by using data from our Fastbridge testing. We will be able to address learning loss among students by looking at academic and social/emotional needs for each individual student and help them improve their skills and target what specific skills they are missing. We will be able to meet the needs of our students and teachers by providing technology to all students including our low income families so classroom instruction and home instruction can be provided. We will continue to sanitize and clean the facilities with our sanitizing materials and keep up with maintenance so that everyone feels safe coming into the buildings.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



ESSERII-Application 5_19.... (779 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Kara A Schwindt
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Date	05/20/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
312	Haven Public School	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
312-1-001-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	11A. Planning and implementing summer learning or enrichment programs	Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care.	\$ 25,652	\$ 25,652	\$ -	\$ -	\$ -	07-2120-00-320-05	Per applicant, Staff: We will hire and prepare teachers for a positive and engaging Summer Academy. We currently have 16 teachers K-12 that are signed up and ready to help with summer school. We have sent out invitations to 141 students. The program runs 4 Days a Week (Monday-Thursday), 8:30 a.m. to 11:30 a.m., June 7-July 1. Free lunch and breakfast will be provided each day for students. Transportation will be provided. Location Information: K-6 Location: Haven Grade School, and 7-12 Location: Haven High School. Planning Time-Teachers will be meeting several times before the beginning of summer school to look at data and plan for instruction. Teachers will be allotted 1 hour of plan time a day when summer school starts to prepare for the day. Teachers are paid \$25/hour and will work four hours Monday through Thursday. Instruction/Curriculum: Students in grades K-8 will experience a hands-on Explorations summer program curriculum. We will be addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Focus areas include: Reading and Math, STEM, Problem-Solving and Team-Building, Social Studies, Civic Engagement, Environmental Education, and Career Exploration. In grades 9-12 we will implement Credit Recovery programs for students in person. Teachers will also be providing individual skill based lessons based off of data and STEM activities. Field Trips- Each week we will also include push in field trips where students can get real world experiences. \$500. Supplies-We are asking for an additional \$1000 in supplies. This includes but is not limited to paper, pencils, crayons, markers, paint, instructional copies, etc. Transportation-The cost for drivers and fuel for the summer is \$3,152.
312-1-002-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Hire an interventionist to provide high quality instruction to individual students and small groups	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	07-2120-00-320-05	Per narrative, We would like to hire a 7-12 interventionist to provide high quality instruction that will target specific skills for individual students and small groups. This will help with those students that may be behind on skills and get them on grade level.

312-1-003-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase one-to-one technology so that students can engage in learning in school or out of school.	\$ 40,800	\$ 40,800	\$ -	\$ -	\$ -	07-2120-00-320-05	Per narrative, iPADS and Promethean Boards will also be purchased. We would like to have one-to-one devices for our K-2 students to be successful inside and outside of the classroom. Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
312-1-004-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase promethean boards so that teachers can reach their students in the classroom and remotely	\$ 24,984	\$ 24,984	\$ -	\$ -	\$ -	07-2120-00-320-05	See line-item 312-1-003-20210608 and further, per narrative, Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

312-1-005-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	10. Providing mental health services and supports	Social/Emotional Support	\$ 27,809	\$ 27,809	\$ -	\$ -	\$ -	07-2120-00-320-05	Per applicant, Yes the request is to help this counselor go from half time to full time. We would like to propose to make our half time counselor position into a full time position. This position is responsible for Haven Middle School and Yoder Charter School. In the past we have only had this position as part time. Due to all of the social/emotional concerns and processes that we are putting in place we would like to make this position full time with the help of ESSER funds. Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, post-secondary institutions, student services personnel, business and industry, and the community. There are benefits to helping each one of these groups. Benefits for students include: Prepares students for challenges of the 21st century through academic, career and personal/social development; Relates educational program future success; Facilitates career exploration and development; Develops decision-making and problem solving skills; Assists in acquiring knowledge of self and others; Enhances personal development; Assist in developing effective interpersonal relationship skills; Broadens knowledge of our changing world; Provides advocacy for students; Encourages facilitative, cooperative peer interactions; Fosters resilience factors for students; and Assures equitable access to educational opportunities. School counselors provide a lot of support to teachers by completing a team that can effectively address the educational goals and needs of students, leading to an increase in student achievements. The biggest benefit of school counselors is that they prepare students for academic, career and social challenges by relating educational agendas to their success in the future. They make students motivated learners and facilitate their exploration of careers. With this new position we are requesting \$27,808.50 to support the other half of the counselors salary. This includes benefits as well.
312-1-006-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	11B. Planning and implementing supplemental after-school programs	Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care.	\$ 48,822	\$ 48,822	\$ -	\$ -	\$ -	07-2120-00-320-05	Per narrative, We would like to implement an After School Program at the beginning of the 2021-2022 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.
312-1-007-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Sanitizing Washer/Dryer for uniforms, towels, clothes, etc.	\$ 17,713	\$ 17,713	\$ -	\$ -	\$ -	07-2120-00-320-05	

312-1-008-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	14. Inspection, testing, maintenance , repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Improve air quality in the school	\$ 5,273	\$ 5,273	\$ -	\$ -	\$ -	07-2120-00-320-05	Per applicant, This relates to Number 14 on the use of relief funds. We are trying to improve the air quality of the grade school facility. This will help with ventilation and purification of the air. We would like to request the SaniDry Sedona Dehumidifier for the basement at the Grade School. This eliminates damp, musty odors by drying and filtering the air. It's an effective and energy-efficient flow through the dehumidifier. It will also help save on electricity by keeping the school dry and healthy. We will also purchase a year worth of filters to change out when it is time. Further, per applicant, the filters will be COVID compliant filters.
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325PhillipsburgESSERIIplan510

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 Address 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 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.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will provide summer school both this summer and next summer. We will hire extra aides to help with learning loss in the elementary and also purchase some extra programs to track learning loss/gains as we try to combat the impact of COVID. We would like to add windows at the high school that open so we can get fresh air into the building. We would like to add auto faucets to reduce the spread of germs.

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 hope to improve reading and math scores on our screeners and with the window installation and fresh air moving through the building we want to reduce illnesses and absences.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Michael E Gower
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Date	05/17/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
325	Phillipsburg	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
325-1-001-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school to address learning loss in reading, math, social-emotional for K-4	\$ 5,603	\$ 5,603	\$ -	\$ -	\$ -	17-2600-110	Additional detail regarding link to Covid added at the request of Michael Gower, Supt
325-1-002-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra help to address learning loss	\$ 48,573	\$ 48,573	\$ -	\$ -	\$ -	17-2600-120	
325-1-003-20210608	Eligible	Direct Allocation	Support Services	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lexia program to address learning loss in reading.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	17-2600-735	Additional detail regarding the program selected and link to Covid added at the request of Michael Gower, Supt
325-1-004-20210608	Eligible	Direct Allocation	Support Services - Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary	math textbooks to address learning loss	\$ 60,000	\$ 60,000	\$ -	\$ -	\$ -	17-2600-644	

325-1-005-20210608	Eligible	Direct Allocation	Safety	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	automatic no touch faucets to reduce risk of virus transmission	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	17-2600-430	Additional detail regarding link to Covid added at the request of Michael Gower, Supt
325-1-006-20210608	Eligible	Direct Allocation	Building Improvements	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	windows at PHS to improve air flow and reduce risk of virus transmission as many windows do not currently open	\$ 178,740	\$ 178,740	\$ -	\$ -	\$ -	17-4000-430	



XMOBdMvG

333_Concordia Public Schools_ ESSER II Plan_0426

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 333 Concordia Public Schools
Applicant / Mailing Address	217 W. 7th St Concordia, KS 669901
Applicant / First and Last Name of Owner, CEO, or Executive Director	Ronda Gumm
Applicant / Email Address of Owner, CEO, or Executive Director	ronda.gumm@usd333.com
Applicant / Phone Number	785-243-3518

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	Concordia Public Schools
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District Number	333
Mailing Address Street Address	217 West 7th st
Mailing Address City	Concordia, KS
Mailing Address Zip Code	66901
Authorized Representative of the District Name	Ronda Gumm
Authorized Representative of the District Position or Title	District Business Manager
Authorized Representative of the District Email Address	ronda.gumm@usd333.com
Authorized Representative of the District Phone Number	+17852433518
Would you like to add additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID -19 has had a huge impact on how we operate as a district. From getting laptops in the hands of all of our students last spring so that we could proceed remotely, to bringing students safely back into our buildings, it has been a year full of challenges! The cost of all of the additional laptops was a large part of our ESSER I funding. That remote learning experience was not the best for a lot of our students. We felt that getting our students back to in person learning as soon as possible was in their best interest. However, we also had to provide for the students whose families did not feel safe in doing so. The impact that teaching in person students and at the same time addressing the needs of the students learning remotely has been stressful to our teachers. A large part of our request for ESSER II funds is related to these issues. Teacher cameras, online curriculum, new teacher laptops that can keep up without lag time, and Clear Touch boards that can aid in both in person & remote learners all address the challenges that we have faced this school year. We are also implementing expanded summer school classes to address learning loss and help ensure that our students remain on grade level. As stressful and uncertain as this year has been, we feel that we have successfully rose to those challenges and are better equipped to handle what other ones we may face.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We propose using the ESSER II direct district allocation in the following manner: 1. Cleaning supplies, plexiglass screens, & other PPE to reduce the spread of COVID. 2. Thermal scanners and thermometers to prevent the spread of COVID-19 3. Purchase K-12 curriculum with online materials & components 4. Content filtering for at home online learning 5. Technology software & hardware to address online learning as well as in person learning--Teacher cameras, teacher laptops, Clear Touch boards, & networking equipment 6. Teacher & para wages & payroll taxes, transportation expenses, curriculum and instructional supplies for summer school classes 7. Wages paid to employees while quarantined due to COVID or COVID exposure 8. Professional development to address learning loss & adaptive learning. All of these expenses directly impact our students' safety and ability to learn both in the classroom as well as remotely.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We are engaged in ongoing reviews of student data. State assessment scores, Aimsweb data, ACT Suite of Assessments and other measures are used to determine effectiveness of current programs and to determine direction for future enhancements. We will continue to utilize formative and summative assessments to map growth in reading and math. We use the Multi-Tier Systems of Support Model to help meet learners' needs. Aimsweb is used as a universal screener for students K-8. Monitoring reports show student progress towards goals and determine effectiveness of interventions. We are working with Kansas MTSS and have purchased Fastbridge to provide a more systematic approach for district formative and summative assessment, dyslexia screening and social emotional monitoring. Transitioning from Aim's Web to "Fastbridge" K-12 will monitor progress K-8 through Aims to provide longitudinal data. 9-12 will be primarily handled through ACT and State Assessment data, and credit recovery.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[ESSERII-ApplicationTempla... \(151 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

Ronda L. Gumm

Date

04/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
333	Concordia	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
333-1-001-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE for approximately 1100 students & staff to reduce spread of COVID	\$ 22,568	\$ 22,568	\$ -	\$ -	\$ -	67 E 2100 610 8000 000	
333-1-002-20210608	Eligible	Direct Allocation	Support Services (Students)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Thermal scanners & thermometers, Plexiglass screens, sprayer, etc. for 1100 students & staff to reduce spread of COVID.	\$ 47,291	\$ 47,291	\$ -	\$ -	\$ -	67 E 2100 730 8000 000	
333-1-003-20210608	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase K-12 curriculum with an on-line component for materials & instruction for online learning	\$ 126,637	\$ 126,637	\$ -	\$ -	\$ -	67 E 1000 644 8000 000	Reimbursement to start 2020-2021 (remote/students were in quarantined during 20-21). Applied Educational Systems' Online Health Science Curriculum- online PE, IXL licenses-ELA/Math, approximately 1100 K-12; Lexia Reading Interventions/Online Based K-8 MTSS; Great Minds K-12 Math Curriculum with instruction, materials, and assessments; Delta FOSS science online 3rd-6th; Greenbox Learning K-8 Online/Web Based Math intervention licenses; SeeSaw Learning online classroom management. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

333-1-004-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase Go Guardian Content Filtering at home for COVID online learning.	\$ 7,035	\$ 7,035	\$ -	\$ -	\$ -	67 E 1000 650 8000 000	Reimbursement to start 2020-2021 (remote/students were in quarantine during 20-21 school year). Used to protect students while online. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
333-1-005-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional classroom supplies to allow for cleaning & disinfecting between uses.	\$ 295	\$ 295	\$ -	\$ -	\$ -	67 E 1000 610 8000 000	Reimbursement

333-1-006-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 333 is requesting ESSER II funding to acquire new Dell 5520 laptops for teachers. These laptops will support in-class learning as well as remote learning. With remote learning, teachers' laptops are extremely vital in delivering the best environment at home and in the classroom. COVID has required our curriculum resources to be mostly digital/online. Due to this digital demand, laptops are struggling to maintain all of the necessary teacher resources. Instruction time can be hampered due to outdated devices causing disengagement with students. To alleviate this issue we are requesting 60 teacher laptops and docking stations. for a total of \$571,182.10. Clear Touch display boards with the snowflake software are innovative and give teachers power to facilitate collaboration, create engaging lessons, and promote student achievement. Clear Touch is suited for in-class or remote instruction for all grade levels. The integrated snowflake software provides opportunities for the teacher to maximize learning and engagement and provide a safe community for online and small group collaboration. It allows simultaneous personalization instruction making the curriculum relevant to students' lives. With the recent school shutdowns and the loss of valuable time in the classroom, clear touch display boards with the snowflake software allow teachers to spend less time preparing and more time working with students. We can capitalize on this and get back educational time lost from this pandemic. Clear Touch combined with snowflake is the only technology that allows teachers to divide a touchscreen into independent, personalized zones. This personalization enables the educator to choose the teaching resources that work best for their students and display different content and activities in different zones. Total for CES \$130,415.00 & total for Jr/Sr High \$157,805.00. Network equipment \$5,120.00.	\$ 288,220	\$ 288,220	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	Clear Touch allows for content to be shared through devices for those students who are quarantined or remote. Currently experiencing Lag time in sharing content to those students who may be remote and it needs to be addressed (phone call 5/18/21). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
333-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for certified staff while they were quarantined due to COVID or COVID exposure.	\$ 7,952	\$ 7,952	\$ -	\$ -	\$ -	67 E 1000 110 8000 000	
333-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for classified staff while they were quarantined due to COVID or COVID exposure	\$ 3,148	\$ 3,148	\$ -	\$ -	\$ -	67 E 1000 120 8000 000	

333-1-009-20210608	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for school nurse staff while quarantined for COVID or COVID exposure.	\$ 1,735	\$ 1,735	\$ -	\$ -	\$ -	67 E 2130 110 8000 000	
333-1-010-20210608	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for transportation employees while they were quarantined due to COVID or COVID exposure.	\$ 1,450	\$ 1,450	\$ -	\$ -	\$ -	67 E 2720 120 8000 000	
333-1-011-20210608	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for food service employees while they were quarantined due to COVID or COVID exposure.	\$ 1,657	\$ 1,657	\$ -	\$ -	\$ -	67 E 3120 120 8000 000	
333-1-012-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for maintenance & custodial staff while they were quarantined due to COVID or COVID exposure.	\$ 2,370	\$ 2,370	\$ -	\$ -	\$ -	67 E 2620 120 8000 000	
333-1-013-20210608	Eligible	Direct Allocation	Guidance Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for guidance secretary while she was quarantined due to COVID or COVID exposure.	\$ 756	\$ 756	\$ -	\$ -	\$ -	67 E 2120 120 8000 000	

333-1-014-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for building secretaries while they were quarantined due to COVID or COVID exposure.	\$ 319	\$ 319	\$ -	\$ -	\$ -	67 E 2400 120 8000 000	
333-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay certified wages for K-6 plus Jr/Sr High summer school for 7 certified teachers at \$25.00/Hr + 1 program coordinator for 20 days of classes. Summer school is used to increase student achievement that lags due to COVID.	\$ 22,250	\$ 22,250	\$ -	\$ -	\$ -	67 E 1000 110 8001 000	
333-1-016-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay classified wages for K-6 plus Jr/Sr High summer school for 6 paras + 1 para/sec at \$20.00/Hr for 20 days of classes. Summer school is used to increase student achievement that lags due to COVID.	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	67 E 1000 120 8001 000	
333-1-017-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	FICA/Medicare taxes on certified & classified instructional staff for 20 days of Summer School	\$ 2,773	\$ 2,773	\$ -	\$ -	\$ -	67 E 1000 221 8001 000	
333-1-018-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Basic supplies/curriculum and field trips/summer fun for 20 days of Summer School classes. Summer school is used to increase student achievement that lags due to COVID.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	67 E 1000 610 8001 000	
333-1-019-20210608	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Transportation wages for 20 days of Summer school classes including any field trips	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	67 E 2720 120 8001 000	

333-1-020-20210608	Eligible	Direct Allocation	Student Transportation Services	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	FICA/medicare taxes on transportation wages for 20 days of Summer School	\$ 92	\$ 92	\$ -	\$ -	\$ -	67 E 2720 221 8001 000	
333-1-021-20210608	Eligible	Direct Allocation	Student Transportation Services	Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transport	11A. Planning and implementing summer learning or enrichment programs	Estimated mileage costs at \$1.00/mile for 20 days of Summer School including field trips	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	67 E 2720 519 8001 000	
333-1-022-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Cost of speaker for Adaptive Schools professional development to address gaps in learning due to the pandemic	\$ 3,200	\$ 3,200	\$ -	\$ -	\$ -	67 E 2213 330 8000 000	
333-1-023-20210608	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	Pay for salary & benefits to hire a social worker to provide mental health & social support to our students who are struggling academically & socially or who are feeling disengaged during this pandemic	\$ 46,174	\$ -	\$ 46,174	\$ -	\$ -	67 E 2110 110 8000 000	

333-1-024-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Teacher cameras so students can see teachers for online learning \$10, 050	\$ 10,050	\$ 10,050	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	Reimbursement cameras for teachers for beginning of 20-21 school year since previous teacher laptops did not have cameras for remote instruction/instruction for students in quarantine (phone Call 5/18). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
333-1-025-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Network equipment \$5,120.00.	\$ 5,120	\$ 5,120	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	*Reimbursement* Outdoor access points for parking lots so students without internet could do work while in quarantine/remote (phone call 5/18). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

333-1-026-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 333 is requesting ESSER II funding to acquire new Dell 5520 laptops for teachers. These laptops will support in-class learning as well as remote learning. With remote learning, teachers' laptops are extremely vital in delivering the best environment at home and in the classroom. COVID has required our curriculum resources to be mostly digital/online. Due to this digital demand, laptops are struggling to maintain all of the necessary teacher resources. Instruction time can be hampered due to outdated devices causing disengagement with students. To alleviate this issue we are requesting 60 teacher laptops and docking stations. for a total of \$\$71,182.10.	\$ 71,182	\$ 71,182	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	Reimbursement for Laptops purchased and received in the 2020-2021 School Year. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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KWdjzGDV

353_Wellington_ESSER II Plan_0406

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Unified School District No 353

Applicant / Mailing Address

| 221 S Washington
Wellington KS 67152

Applicant / First and Last Name of Owner, CEO, or Executive Director | WENDY GOODRUM

Applicant / Email Address of Owner, CEO, or Executive Director | wgoodrum@usd353.com

Applicant / Phone Number | 6203264300

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) | 480722943

Applicant / Website Address (if applicable) | www.usd353.com

Application details

Full District Name | Unified School District No 353

District Number | 353

Mailing Address | Street Address | 221 S Washington Ave

Mailing Address | City | Wellington

Mailing Address | Zip Code | 67152

Authorized Representative of the District | Name | Wendy Goodrum

Authorized Representative of the District | Position or Title | Finance Director

Authorized Representative of the District | Email Address | wgoodrum@usd353.com

Authorized Representative of the District | Phone Number | +16203264300

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | ahatfield@usd353.com

Other District Representative 2 | Email Address | jkern@usd353.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.

Covid-19 has impacted USD 353 in a variety of ways from lower test scores to quarantine periods affecting student/teacher interaction to financial impacts in meeting online learning needs as well as additional facility and health and sanitation practices. Many homes in our community do not have internet nor the financial means to purchase technology to bridge gaps in online learning. The district has provided additional support in this area. Cleaning and sanitation practices have increased. Many more resources have been purchased to support individualized equipment per student to assist with limiting sharing and distribution on germs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We anticipate the remaining ESSER I funds to go directly toward summer school resources, salaries and additional school technology need

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, 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.

ESSER II funding will be used to purchase supplemental curriculum as well as summer school and after school staff and programs to help students to make up any losses they have encountered. We are also purchasing furniture that allows our students to maintain social distancing as much as possible. Masks, cleansers and supplies needed to slow the spread of germs will also be purchased. Facility upgrades such as HVAC systems and air circulation will be implemented to ensure safety of students and staff. Additional MTSS support and curriculum is also needed and will be purchased. Technology such as Chromebooks, remote teaching supplies and internet access for students who do not have it will be purchased to support students while working from home as well as in the school building. Our teachers stream the remote students into their classrooms while they teach dually to both. This requires upgrades in sound quality, cameras to capture the interactive whiteboards, and the interactive whiteboards themselves. Paying teachers for professional development on new curriculum and social emotional strategies as well as technology integration strategies will support the needs of our teachers and para staff throughout the pandemic. Our special education staff will require the PD, technology tools and online curriculum tools to provide special education support in both remote and face to face situations. Upgrades in transportation are also needed to provide transportation during this time for those in need. STEM and PBL resources are also being implemented to support the needs of students and to help all students learn to think critically.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Currently, our Fastbridge scores are used to determine the academic needs of our students. We have seen a decline in scores from the Fall of 2019 to the present of approximately 12% districtwide. We will look at the scores to determine the impact of curriculum, professional development, and remote learning. We will use this to determine the success of our summer school program, after school program and MTSS. We will also use attendance data (absences due to illness) to determine the effectiveness of our safety precautions. It is hoped that our students will attend at a normal rate as opposed to the high number of absences during the pandemic.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[ESSERII-Application_353_W... \(781 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Wendy Goodrum
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Date	05/04/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
353	Wellington	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
353-1-001-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries for 10 teachers extending through summer/ 10 Paras. The summer school program is planned to be an extension of the school year and getting students caught up/prepared for the next grade level.	\$ 120,000	\$ -	\$ 120,000	\$ -	\$ -	62700	
353-1-002-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Curriculum needs, games, general material needed to extend the school year...focusing on reading, math, technology and art.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	62710	
353-1-003-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	3 Administrators to supervise, organize and plan summer school curriculum and activities focused on filling learning gaps caused by COVID over the last year. Our summer school program is open to all students in the USD 353 district.	\$ 41,280	\$ -	\$ 41,280	\$ -	\$ -	62720	

353-1-004-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	System upgrades to facilitate continuation of remote/virtual learning opportunities going into the the years post-covid, projectors, ipads, osmos, upgraded whiteboards.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	62780	<p>Per email with district: STEM activities using ipads (for coding and Osmo software) and Osmos (giving students hands on activities to do with technology to solve problems) provide students with opportunities to bridge the gap of learning loss through alternative avenues of learning that engage students. Projectors and whiteboards are used to stream for remote learning and face to face learning to present learning material for student understanding. Teachers have created flipcharts to use with their curriculum to present the material in a sequential and organized manner that help students connect learning. Hotspots have also been purchased for students that do not have internet at home. Whether remote or face to face, our students take chromebooks home for homework and learning. In our district, where over 60% of students are free and reduced, this is helpful to create an equal opportunity for learning. We are requesting additional funds to fill in areas that are not forseen in the event of an emergency for the support of students.</p> <p>IPads: 10K; Osmos: 1600; Projectors: 50K (31); Whiteboards: \$19,500; Hot spots:10K; Other: 9K...addition support to meet the building needs as they arrive.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>
353-1-005-20210608	Eligible	Direct Allocation	Computer-Assisted Instruction Services	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	secondary screens, camera systems for buildings and athletic facility streaming, Stem software, online learning, coding	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	62880	<p>Per email with district: Athletic streaming will be used in the future at events when needed to limit in-person attendance is an ineligible item. The district would like to delete that from the applications. The amount will remain the same. Secondary ed screens will be used for streaming, google meets, zooms, etc. Facilitating learning and conferences that need to happen remotely. Through our exploration of distance learning, we've found an area that is difficult to accomplish is ensuring that students are using critical thinking skills in problem solving situations. STEM software and assignments give students opportunities to learn through hands on problem solving situations. Research has also shown that PBL and STEM help us to reach students that live in poverty. Wellington USD 353 has an approximate 60% free and reduced population. Update from district 05/27/21:Online learning curriculum, STEM software and virtual classroom set up will take on the bulk of this budget (\$50K)...we are looking at filling gaps in our remote teaching needs, specifically science and technology at our high school. Large screens for conferencing/class usage will be at the secondary level...two screens for approximately \$25K.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>

353-1-006-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	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	All of our schools are in need of facility repairs, our focus will be on window replacement, nurse facility changes, students desks to increase social distancing.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	62888	Per email from district: We have bid 4 district buildings all needing window replacement in excess of 500K...we plan on using a portion of this expense through ESSER II. Through this pandemic we have recognized that our facilities are not set-up well for distancing sick students from well students...we are looking at modifying our nurses areas in various buildings:\$5,000. Windows: \$75,000. (ventilation) Student Desks: \$70,000 (Social Distancing...reorganizing our Middle School classrooms).
353-1-007-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air	We are planning a review of all HVAC systems, filter changes, and upgrades related to air flow and circulation	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	62890	Allowable if CDC guidelines are met.
353-1-008-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Cleaning Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Continued purchases related to cleaning, sanitizing, and custodial services	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	62900	

353-1-009-20210608	Eligible	Direct Allocation	Central Services	Other Professional 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	Administrative personel to coordinate additional communication, ESSER reporting, assistance with planning general school needs and requirements for continued learning and integration of online learning and student/staff health going forward.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	62458	
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368_Paola_ESSER II Plan_0525



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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Paola School District

Applicant / Mailing Address

| 1115 East 303rd Street
| Paola, KS 66071

Applicant / First and Last Name of Owner, CEO, or Executive Director | Matt Meek

Applicant / Email Address of Owner, CEO, or Executive Director | matt_meek@usd368.org

Applicant / Phone Number | 913-294-8000

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) | 48-0720746

Applicant / Website Address (if applicable) | www.usd368.org

Fiscal Agent / Name (if applicable) | Jimmy Hay

Fiscal Agent / Email (if applicable) | jimmy_hay@usd368.org

Fiscal Agent / Mailing Address (if applicable)

1115 East 303rd Street
Paola, KS 66071

Application details

Full District Name	Paola School District
District Number	368
Mailing Address Street Address	1115 East 303rd Street
Mailing Address City	Paola
Mailing Address Zip Code	66071
Authorized Representative of the District Name	Matt Meek
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	matt_meek@usd368.org
Authorized Representative of the District Phone Number	+19132948000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jimmy_hay@usd368.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

In a normal year, approximately three students enroll in our virtual program. This year enrollment climbed to 75. Another 125 students enrolled in remote learning. District enrollment was down 151 students from last year. Some of the enrollment decline was expected, but not to this extreme. Many families chose to homeschool or seek outside virtual programs not offered by the district. Students enrolled in virtual/remote have struggled to stay engaged even with needed safety nets and structure to help them be successful. Many home-schooled students have returned academically behind their peers. Academic data shows that as a cohort, grades 1st-8th scored lower on the Measures of Academic Progress assessment in math during fall 2020 testing after being out of school during the spring of 2020. Students in grades 1st-5th decreased in the area of reading. Roughly a third of high school students were below grade level in the fall of 2020 in reading and math. For this academic year, 91 students and 51 staff have contracted the COVID-19 virus and hundreds of students had to quarantine for being close contacts resulting in large loss of academic time and instruction. Spring assessment data is being analyzed to determine what gains/losses have been made as a cohort and on an individual basis for proper placement in necessary

programs for the summer and fall of 2021. Social emotional data shows many students struggle with fear concerning contracting COVID, family members losing jobs, and having less socialization opportunities due to cohorting of students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

- To address learning loss due to the COVID-19 pandemic, the district proposes spending ESSER II funds for the following summer programs:
 - o Approximately 125 elementary students will participate in a Jump Start program lasting two weeks in preparation of the 2021-2022 school year. These identified students continue to perform below their peers academically and/or socially.
 - o Identified, elementary and middle school students will have the opportunity to participate in individual tutoring sessions to work on academic skills they continue to struggle with. Specific areas of need, as identified by the various assessments, will be addressed.
 - o Expanded credit recovery program to address the increased number of students who have failed classes due to the pandemic.
- To address extra responsibilities required of licensed staff during the 2020-2021 school year.
 - o Pay for working additional hours planning for optional remote learners and remote learners under quarantine and for enhanced disinfecting protocols in learning spaces required outside contract duty day.
- To address learning loss due to the COVID-19 pandemic, the district proposes spending ESSER II funds during the 2021-2022 school year:
 - o Professional development to train staff in reading, student mental health, how to lead and teach during a pandemic.
 - o Contract with the local mental health agency to provide mental health support for students during the school day.
 - o Additional staff
 - English, elementary, instructional coach, intervention coordinator, organizational studies, at-risk math teachers to lower class sizes and provide interventions needed.
 - Additional health staff to care for and treat students who have contracted the COVID-19 virus and to oversee expanded health protocols in schools due to the pandemic.
- To address HVAC upgrades needed by replacing variable air volume boxes to better control outside clean air flow inside the buildings to control the COVID-19 virus.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

- The following measurements will be utilized to determine the impact of ESSER II funds on students:
- Formative and Summative Assessments
 - o Measures of Academic Progress (MAP) Assessments
 - o State Assessments
 - o Panorama
 - o Math & Reading Diagnostics
 - Attendance Rates
 - Graduation Rates
 - Air quality within the buildings

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.



368_Paola_ESSER II Plan_0... (157 KiB download)

XLSX

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
 - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
- (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
- 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
- (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
- (b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
- (Authority: 20 U.S.C. 1221e-3 and 3474)
- 34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
- A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Matt Meek / Jimmy Hay
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Date	05/25/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
368	Paola	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
368-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Add additional days for paraprofessionals for professional development working with at-risk students in reading comprehension who are behind their peers.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	49255	COVID relation addressed in narrative
368-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expand Title I program with additional half time Title teacher.	\$ 46,283	\$ -	\$ 46,283	\$ -	\$ -	49250	COVID relation addressed in narrative
368-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional half time Instructional Coach to train and work along side teachers implementing evidence-based activities to and track effectiveness of MTSS strategies for struggling learners.	\$ 37,867	\$ -	\$ 37,867	\$ -	\$ -	49250	COVID relation addressed in narrative
368-1-004-20210608	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	Hire additional nursing staff to care for and track and treat students who may have symptoms or COVID and to act as a liaison with the local health department on proper quarantines of students and staff.	\$ 69,901	\$ -	\$ 69,901	\$ -	\$ -	49255	

368-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire intervention coordinator to work closely with special education, title, mental health, and other local agencies to meet needs of students affected by being out-of-school due to the COVID pandemic.	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	49250	
368-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional English teacher to lower class size for COVID related safety by increasing physical space in class and provide more individualize interaction for students with learning loss.	\$ 50,827	\$ -	\$ 50,827	\$ -	\$ -	49250	
368-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire organizational studies teacher to provide MTSS services for students who have fallen behind due to COVID pandemic and not being in school during school shut down and remote learning.	\$ 51,554	\$ -	\$ 51,554	\$ -	\$ -	49250	
368-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional elementary teacher to lower class size for COVID related safety by increasing physical space in class and maintain cohorting of class.	\$ 47,534	\$ -	\$ 47,534	\$ -	\$ -	49250	
368-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Expand MTSS program with additional half time Math Interventionist teacher.	\$ 40,710	\$ -	\$ 40,710	\$ -	\$ -	49250	

368-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payments to staff for additional duties outside contract as a result of COVID-19 pandemic. These additional duties included, but not limited to: disinfecting classrooms, additional planning needed to meet needs of both in-person and remote students and the differentiation of lesson plans due to teaching both groups.	\$ 162,297	\$ 162,297	\$ -	\$ -	\$ -	49250	
368-1-011-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Added staff to work with increased number of virtual students due to not wanting to attend in person classes because of COVID pandemic.	\$ 28,000	\$ -	\$ 28,000	\$ -	\$ -	49255	
368-1-012-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Conduct summer school jump start program for elementary students who have suffered learning loss due to the COVID-19 pandemic. (15 teachers/120 students)	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	49250	
368-1-013-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Conduct individual and small group tutoring for k-12 students who are behind on academic skills and credits as a result of learning loss due to the COVID-19 pandemic	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	49250	

368-1-014-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Remote learning materials for students unable to attend in-person tutoring to bridge academic skills from spring 2021 to fall 2021.	\$ 2,850	\$ -	\$ 2,850	\$ -	\$ -	49300	COVID relation addressed in narrative. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
368-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Conduct after school tutoring during the 2021-2022 school year to allow for further instruction of students who need the extra help and instruction not available during the school day as part of MTSS framework.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	49250	COVID relation addressed in narrative
368-1-016-20210608	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Provide transportation to students enrolled in Jump Start and tutoring programs.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	49350	COVID relation addressed in narrative
368-1-017-20210608	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Contract with local mental health agency to provide counseling and mental health access to students during the school day.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	49350	COVID relation addressed in narrative
368-1-018-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Provide three years of staff development for training all staff in the teaching of reading to address learning loss and to help students who are behind due to school shutdowns and remote learning.	\$ 92,900	\$ -	\$ 92,900	\$ -	\$ -	49350	

368-1-019-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Providing administrators with resources and professional development to lead during the pandemic and addressing learning loss.	\$ 18,891	\$ -	\$ 18,891	\$ -	\$ -	49350	
368-1-020-20210608	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Contract to provide mental health access and supports for students virtually.	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	49350	COVID relation addressed in narrative
368-1-021-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace variable air volume boxes to better control clean air flow inside the buildings for better air quality and control the COVID-19 virus.	\$ 291,225	\$ -	\$ 291,225	\$ -	\$ -	49350	Allowable if CDC guidelines are met.
368-1-022-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase iPads for remote learning activities and to help properly distance students within the classroom	\$ 19,627	\$ 19,627	\$ -	\$ -	\$ -	49300	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

368-1-023-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Administration charge for administering COVID vaccine to staff.	\$ 2,768	\$ 2,768	\$ -	\$ -	\$ -	49350	
368-1-024-20210608	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies and disinfectant to properly sanitize to mitigate COVID exposure within the school buildings.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	49300	



JpBGDavK

382_Pratt_ESSER II Plan_0521

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	Pratt Schools
Applicant / Mailing Address	401 S. Hamilton
Applicant / First and Last Name of Owner, CEO, or Executive Director	Tony Helfrich
Applicant / Email Address of Owner, CEO, or Executive Director	tony.helfrich@usd382.com
Applicant / Phone Number	620-672-4500

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	Pratt Schools
District Number	382
Mailing Address Street Address	401 S. Hamilton

Mailing Address City	Pratt
Mailing Address Zip Code	67124
Authorized Representative of the District Name	Tony Helfrich
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	tony.helfrich@usd382.com
Authorized Representative of the District Phone Number	+16206724500
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	linda.kumberg@usd382.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We lost in-person instruction for all students for the entirety of the 4th quarter of the 2019-2020 school year and we saw steep academic performance declines on our AIMSWEB testing and other diagnostic tests for PreK - 12 students. Our more vulnerable, at-risk population overall showed a greater learning loss over what would've been normally expected. We have seen tremendous growth during the 2020-21 school year but still show more students in academic need on reading and path per our assessments than on a normal school year. We did stay in-person learning throughout the 2020-21 school year but experienced more student absenteeism with forced quarantines per health protocols. We did a virtual summer school in the summer of 2020 and it had some positive impact, but we had most students out of school from March 2019 until almost September 2019 and this longer-than-normal separation from the direct school building appeared to impact student study habits and motivation--we saw triple the numbers of students in academic warning for grades and requiring summer school for promotion. For this reason, we do feel we have increased needs in the area of social-emotional health.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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.

Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial

position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.

Pratt will add an MTSS Coordinator position for the middle school to develop and implement a comprehensive remediation program for middle school students. This position will be funded for the 2021-22 and 2022-23 school years. This position will also provide social and emotional support as part of the objective of the position.

Pratt will increase Preschool learning opportunities to address the gaps from a loss in preschool education during the pandemic. We are increasing our offering from 4 days to 5 days/week and including a full-day option. We are hiring an additional position and offering the opportunity for a hot lunch for all preschool students. We will use ESSER II money to purchase equipment to achieve that objective.

We are purchasing cleaning equipment, which will allow for frequent cleaning of common areas and prevent disease spread. We are proposing to direct most of our additional dollars towards HVAC improvements for our preschool. This building currently utilizes window units and radiator heat, so it has little air turnover, which has been shown to provide significant mitigation for the spread of airborne diseases.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will monitor our common assessments to assess growth for students participating in our learning programs. We use AIMSWEB for grades PreK - 4th. We utilize Istation and Mathia (Carnegie Math) for grades 5- 8. We use NoRedInk for assessing HS students.

We are monitoring absenteeism data to determine if we achieve increased student attendance.

We use the ASQ for tracking kindergarten readiness.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[382 Pratt ESSER II Plan 0...\(602 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

| Tony Helfrich

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
382	Pratt	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
382-1-001-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher/Admin/ salaries for Summer School: 10 teachers (52 hours/teacher @ \$40/hr avg & 1 administrative stipend. Future years include 3% increase on base.	\$ 73,410	\$ 23,660	\$ 24,500	\$ 25,250	\$ -	75 E 1000 111 0100 000	Per narrative, Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.
382-1-002-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ \$40/hr avg cost. Future years include 3% increase on base.	\$ 19,333	\$ 6,240	\$ 6,450	\$ 6,643	\$ -	75 E 1000 111 0400 000	See line 382-1-001-20210608 for description.
382-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ \$40/hr avg cost. Future years include 3% increase on base.	\$ 19,333	\$ 6,240	\$ 6,450	\$ 6,643	\$ -	75 E 1000 111 0600 000	See line 382-1-001-20210608 for description.

382-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Secretary Salary for Summer School	\$ 2,100	\$ 650	\$ 700	\$ 750	\$ -	75 E 1000 120 0100 000	
382-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	Social Worker para-professional, which will be a new position to help address the increased caseload.	\$ 37,000	\$ -	\$ 18,000	\$ 19,000	\$ -	76 E 1000 120 0100 000	Per narrative, We did a virtual summer school in the summer of 2020 and it had some positive impact, but we had most students out of school from March 2019 until almost September 2019 and this longer-than-normal separation from the direct school building appeared to impact student study habits and motivation--we saw triple the numbers of students in academic warning for grades and requiring summer school for promotion. For this reason, we do feel we have increased needs in the area of social-emotional health.
382-1-006-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - FICA	\$ 9,370	\$ 2,281	\$ 3,478	\$ 3,611	\$ -	75 E 1000 221 0000 000	
382-1-007-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - Medicare	\$ 2,191	\$ 533	\$ 813	\$ 845	\$ -	75 E 1000 222 0000 000	
382-1-008-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of bus drivers: 2 bus routes and 2 Suburban drivers (4 total)	\$ 7,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	75 E 2710 120 0000 000	

382-1-009-20210608	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - FICA	\$ 465	\$ 155	\$ 155	\$ 155	\$ -	75 E 2710 221 0000 000	
382-1-010-20210608	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - Medicare	\$ 108	\$ 36	\$ 36	\$ 36	\$ -	75 E 2710 222 0000 000	
382-1-011-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment	\$ 75	\$ 25	\$ 25	\$ 25	\$ -	75 E 2710 260 0000 000	
382-1-012-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Natural Gas (gas utility services e.g. heating)	11A. Planning and implementing summer learning or enrichment programs	Utilities - Gas	\$ 450	\$ 150	\$ 150	\$ 150	\$ -	75 E 2600 621 0000 000	Per applicant, This is to cover increased gas costs for meal production--we are serving meals for summer school.
382-1-013-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Electricity	11A. Planning and implementing summer learning or enrichment programs	Utilities - Electricity; increased utility costs with increased building usage during hot summer month.	\$ 10,000	\$ 3,000	\$ 3,500	\$ 3,500	\$ -	75 E 2600 622 0000 000	Per applicant, We believe that the additional costs with electricity will be approximately \$10,000 over three years for the increase HVAC usage during the month of June for summer school.
382-1-014-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teacher Salaries - MTSS Coordinator for LMS. This is a new position and is created to develop remediation program and oversee delivery for middle school.	\$ 128,000	\$ -	\$ 63,000	\$ 65,000	\$ -	75 E 1000 111 0400 000	

382-1-015-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health Benefit - for MTSS Coordinator position	\$ 14,500	\$ -	\$ 7,000	\$ 7,500	\$ -	75 E 1000 210 0000 000	
382-1-016-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 7,936	\$ -	\$ 3,906	\$ 4,030	\$ -	75 E 1000 221 0000 000	
382-1-017-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 1,857	\$ -	\$ 914	\$ 943	\$ -	75 E 1000 222 0000 000	
382-1-018-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 70	\$ -	\$ 35	\$ 35	\$ -	75 E 1000 260 0000 000	
382-1-019-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 57,000	\$ -	\$ 28,000	\$ 29,000	\$ -	75 E 1000 111 0100 000	

382-1-020-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	75 E 1000 210 0000 000	
382-1-021-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 3,534	\$ -	\$ 1,736	\$ 1,798	\$ -	75 E 1000 221 0000 000	
382-1-022-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 808	\$ -	\$ 406	\$ 402	\$ -	75 E 1000 222 0000 000	
382-1-023-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 500	\$ -	\$ 250	\$ 250	\$ -	75 E 1000 260 0000 000	

382-1-024-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks/laptops. We added 1-1 chromebooks for 5th and 6th grades for the purpose of addressing technology needs for all students, especially our vulnerable students.	\$ 58,764	\$ 58,764	\$ -	\$ -	\$ -	75 E 1000 650 0200 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
382-1-025-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom Pro Renewal: allowing access to online meetings.	\$ 163	\$ 163	\$ -	\$ -	\$ -	75 E 1000 650 0200 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
382-1-026-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	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	Cafeteria Tables. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.	\$ 8,546	\$ 8,546	\$ -	\$ -	\$ -	75 E 2600 730 0000 000	

382-1-027-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	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	Lunch serving carts. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.	\$ 8,066	\$ 8,066	\$ -	\$ -	\$ -	75 E 2600 700 0000 000	
382-1-028-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Purchase of 3 new floor scrubbers to increase efficiency and increase number of cleanings by custodial staff for preschool, middle school, and high school buildings.	\$ 21,442	\$ 21,442	\$ -	\$ -	\$ -	75 E 2600 730 0000 000	

382-1-029-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repair of Buildings	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Towards the completion of an HVAC renovation for our preschool, which has radiator heat and window air conditioner units for the purpose of increasing the air turnover rate and reducing the spread of infectious disease.	\$ 227,555	\$ -	\$ -	\$ 227,555	\$ -	75 E 2600 460 0202	Allowable if CDC guidelines are met.
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gANdQLQW

386 Madison-Virgil_ESSERIPLAN_52121

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 | Madison- Virgil

Applicant / Mailing Address

Po Box 398
Madison, Ks 66860

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stu Moeckel

Applicant / Email Address of Owner, CEO, or Executive Director | smoeckel@usd386.net

Applicant / Phone Number | 7857354481

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 | Madison-Virgil

District Number | 386

Mailing Address | Street Address | 1500 South west Blvd.

Mailing Address | City | Madison

Mailing Address | Zip Code | 66860

Authorized Representative of the District | Name | Stu Moeckel

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | smoeckel@usd386.net

Authorized Representative of the District | Phone Number | +17857354481

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| We have had a learning loss in our students that needed the most help initially. Meeting their needs both academically as well as social/emotionally will take new addition programs and ideas to help recover and make achievements as like age peers

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are hosting an engaging and exciting learning opportunity for students PreK-8 grade to address both the loss of learning due to the pandemic as well as helping students get head start on grade level and learning level needs for the upcoming school year

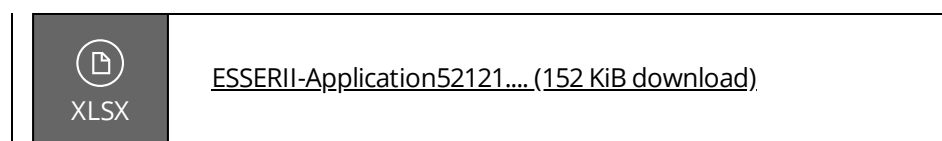
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will survey and evaluate families input after our program. We will also allow student data for growth in areas for lower performing in.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Stuart Moeckel
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Date	05/21/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
386	Madison-Virgil	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
386-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We are hosting an engaging and exciting learning opportunity for students PreK-8 grade to address both the loss of learning due to the pandemic as well as helping students get head start on grade level and learning level needs for the upcoming school year	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	09-2600-412	Per applicant, We will have student assigned to learning teams with 5 teachers based on ability level and following the blended learning model detailed in Navigating Change grade bands. Our goal is 90% of our MES student body participating which would be around 85 students. We will also have 3 support staff or Aides to help with supervision, and learning. We will be starting June 1st -Monday - Thursday with educational field trips on Fridays. We would like to complete the program at the end of June.



LDGKWyEv

393_Solomon_ESSER II PLAN_0504

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 393 Solomon

Applicant / Mailing Address

| 313 E. 7th
| Solomon, KS 67480

Applicant / First and Last Name of Owner, CEO, or Executive Director | Justin Coup, Supt

Applicant / Email Address of Owner, CEO, or Executive Director | jcoup@usd393.net

Applicant / Phone Number | 785-655-2541

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 | Solomon

District Number | 393

Mailing Address Street Address	313 E. 7th Street
Mailing Address City	Solomon
Mailing Address Zip Code	67480
Authorized Representative of the District Name	Justin Coup
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jcoup@usd393.net
Authorized Representative of the District Phone Number	+17856552541
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	dzsamba@usd393.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have used FASTBRIDGE to collect data from the beginning of the year until next week (May) to track our progress. During this time we noticed a lower start for all areas, but math continues to lag behind. However, the biggest and hardest loss to handle is reviewing the SABRES data. 20% of our staff felt our students were at risk in October, however, our students who were dealing with so much viewed themselves with 40% in the at-risk category. Because of this data finding ways to meet with small groups during a pandemic has been a struggle. Finding tools to meet the various needs: social, emotional, financially, academically, family needs, housing needs...the needs went on and on. Free/Reduced apps declined this year; however, not because of wealth increases but due to lack of forms collected. We are over 60% F/R, so the major losses this year included the fear of the most basic needs from 60% of our students: food, shelter, clothing. The school was the one common and normal place students had their lives. However, the ability to learn due to increased anxiety issues was alarming and the data proves this. We are now seeing 28 students in our mental health program with 6 others in the SIT process waiting for possible services. The need is high for regulation. Our plan will include: full-time subs to help with continual PD for our staff, additional counselor, technology improvements for services at home, as well as many others.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are utilizing the plan to hire 6 FTE certified teachers and 6 paras. We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified).

The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis.

The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure.

Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.

This is just the first step in many changes to our application.


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 progress monitor and utilize FASTBRIDGE data to compare not only the impact as a whole, but individually with students. We are also using FRECKLE math to help target skills flagged in our FAST data. SEL is a top priority as well as implementing professional development to help our teachers become confident in dealing with behavior issues within the classroom. SABRES data will be utilized to compare the impact from a students perspective as well from the teachers.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

393_Solomon_ESSER II Plan... (150 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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 | Justin Coup

Date | 05/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
393	Solomon	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19	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
393-1-001-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	5. Procedures and systems to improve LEA preparedness and response efforts	We will use substitutes to help in covering class while we complete individualized PD as well as when staff members come down with Covid since not every staff member was vaccinated or if they are placed on quarantine. This will cover around 1.5 staff subs at \$125 per day	\$ 31,250	\$ -	\$ 31,250	\$ -	\$ -	58-1000-115-2	Per narrative, The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure. Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.
393-1-002-20210608	Eligible	Direct Allocation	Instruction	Staff Travel	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Professional development to address the high increase in behaviors and emotional students due to increased anxiety from COVID and the break from routine at home and school.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	58-1000-580-2	

393-1-003-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As we have shifted to various learning modes during the pandemic we need to address the increased technology utilized in the classroom. This will upgrade our projectors and TVs to have the latest smart technologies since we went 1:1 with all students last Spring. As well we will upgrade our document cameras.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	58-1000-650-2	Per narrative, The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
393-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will hire 8 full time teachers and 7 paras and a bus driver to implement Camp Gorilla to address the learning loss and SEL loss during the pandemic. We will have two three week sessions, one in June one in July. It will run from 8am-2pm with transportation made available. Class will be Tue-Thurs. We are going to cap at 130 due the staff coverage. We currently have 88 students with still three weeks of targeted invitations left. There is a NEED!	\$ 41,720	\$ -	\$ 41,720	\$ -	\$ -	58-1000-110-2	Per narrative, We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified).

393-1-005-20210608	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11A. Planning and implementin g summer learning or enrichment programs	Expenditures for supplies for implementation of summer camp/school.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	58-1000-680-2	
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GxwoeAxm

399_Paradise_ESSER II Plan_0505

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 | Paradise USD 399

Applicant / Mailing Address

| PO Box 100

Applicant / First and Last Name of Owner, CEO, or Executive Director | Larry D. Geist

Applicant / Email Address of Owner, CEO, or Executive Director | lgeist@natoma-usd399.net

Applicant / Phone Number | 7858854843

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 | Paradise

District Number | 399

Mailing Address | Street Address | PO Box 100 710 5th Street

Mailing Address City	Natoma
Mailing Address Zip Code	67651
Authorized Representative of the District Name	Larry D. Geist
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	lgeist@natoma-usd399.net
Authorized Representative of the District Phone Number	+17858854843
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 399 felt the impact of COVID-19 before our school year started when one of our teachers was diagnosed with COVID and had attended a district in-service. Consequently, 17 of the 25 participants in the in-service were quarantined because of contact tracing. We had to push our start date back two weeks to accommodate the quarantine process. While our teachers have done a remarkable job moving our students forward this year, we have noticed a vast difference in our MTSS groupings. The difference between students in Tier III groups has widened and has made it harder to give the students the individualized attention they deserve. We have also found ourselves in a situation that may cause us to combine classes at the elementary. We had a teacher resign late in the summer last year when we announced we would begin the year with face-to-face instruction. We had to move our 6th-grade teacher to cover the opening and teachers at the 6-12 building took over the core 6th-grade classes. With our declining enrollment numbers the last two years, hiring an additional part-time teacher is not feasible, given the budget outlook for next year. Without ESSER II funds, our only option would be to combine classes for the 5th & 6th-grades. This would create a combined classroom of 20 students,. Currently, 63% of our students are economically disadvantaged. Coupled with 25% of our students being served by Special Education, putting us nearly 10% above the state average.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will use the remaining funds in our ESSER I fund to purchase cleaning and sanitizing supplies for the upcoming year. We will also use a portion of the remaining funds to purchase technology that will enable our teachers to do a better job teaching remotely, should the situation change from our present face-to-face model.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our plan calls for the hiring of a part-time teacher to teach 6th-grade core subjects. The other subjects not covered by this teacher will be electives that will be covered by teachers already in place. When we had to move the 6th-grade teacher at the beginning of last year, teachers at the 6-12 building stepped up and took over core classes. While they have done a great job in these classes, having them teach the core classes reduced the number of electives available for our students in other classes. Our plan also calls for adding an additional at-risk para in our elementary school to help decrease the number of students in our Tier III groups and enable students to gain more individualized instruction.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the impact of ESSER II funds by increases in test scores at the elementary level due to more individualized instruction for students in TIER III groups.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


XLSX

310 Paradise ESSERII Plan...(12 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Larry D. Geist

Date | 05/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
399	Paradise	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
399-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adding a part-time teacher so we do not have to combine 5th & 6th Grade Classes to create social distancing	\$ 24,443	\$ -	\$ 24,443	\$ -	\$ -	07-1000-110	To keep class sizes small and in cohorts (6 grade currently crosses between elementary and junior since they have no core content teacher- phone call 5/26/21
399-1-002-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health insurance for the part time teacher so we do not have to combine 5 & 6 grade classes and to create social distancing.	\$ 5,990	\$ -	\$ 5,990	\$ -	\$ -	07-1000-210	Health Insurance for part time teacher
399-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security for part time teacher so we do not have to combine 5 & 6 grade classes to create social distancing	\$ 1,894	\$ -	\$ 1,894	\$ -	\$ -	07-1000-220	Social Security for part time teacher
399-1-004-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an additional At-Risk Para to increase the ampunt of individualized instruction in Tier II & III at the elementary level to address learning loss caused by COVID .	\$ 10,602	\$ -	\$ 10,602	\$ -	\$ -	13-2100-120	Para to support interventions, will impact 50 students in grade K-5- phone call 5/26/21

399-1-005-20210608	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Social Security for At-Risk Para	\$ 765	\$ -	\$ 765	\$ -	\$ -	07-1000-220	Social Security for At Risk Para- K-5- phone call 5/26/21
399-1-006-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Add new technology that will make it easier for our teachers to do remote learning.	\$ 15,793	\$ -	\$ 15,793	\$ -	\$ -	16-1000-700	5 Promethean boards (3 elementary and 2 at Jr/Sr High) to allow for students who are quarantined due to exposure to interact in real time with their peers and teachers- phone call 5/26/21; Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.



omwbwLkP

402_Augusta_ESSER II Plan_0430

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 402 Augusta

Applicant / Mailing Address

| 2345 Greyhound Dr.

Applicant / First and Last Name of Owner, CEO, or Executive Director | Annette B Powers

Applicant / Email Address of Owner, CEO, or Executive Director | apowers@usd402.com

Applicant / Phone Number | 3167755484

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) | 480722703

Applicant / Website Address (if applicable) | usd402.com

Application details

Full District Name	Augusta Public Schools
District Number	402
Mailing Address Street Address	2345 Greyhound Dr.
Mailing Address City	Augusta
Mailing Address Zip Code	67010
Authorized Representative of the District Name	Matt Ward
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mward@usd402.com
Authorized Representative of the District Phone Number	+13167755484
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	apowers@usd402.com
Other District Representative 2 Email Address	hfrancis@usd402.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.

As a district, Augusta schools were 36% free and reduced in 2019-20. When free lunches were approved by the USDA our parents largely stopped filling out free/reduced from, this caused our free/reduced numbers to drop to 31% for 2020-21. The 2019-20 numbers are likely more representative of our current state. Hardships such as, unreliable internet, lack of parent availability during quarantines paired with the traditional educational hurdles this subgroup experiences have compounded challenges as this population has worked through the pandemic.

Student/staff quarantines made it difficult to provide continuity of learning. High school students alone have over 400 failing grades- largely due to being in and out of the classroom or having teachers/paras in and out due to quarantine. Middle school has over 234 failing grades in 2020-21. In addition, teachers were not able to teach in the most effective ways do to social distancing. Students lost out on experiences & staff lost out on PD opportunities.

Our staff have been asked to do more this year than ever before, they have been on the frontlines of the pandemic, placing them at significantly greater risk of contracting the virus and transmitting to loved ones. In USD 402's school district alone, we have had over 110 known positive cases and 623 individuals determined to be close contacts. As essential workers, it has put our students and staff at greater risk. USD 402 has been in an in-person learning model all but one week of this school year.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

USD 402 has approximately \$20,000, which will be used for summer programs at all grade levels in June of 2021. Summer programs are being designed to target learning loss at all grade levels. Elementary will focus primarily on reading and math, middle school will primarily focus on math, and high school will focus on the ballooning number of recovery needs, largely created by the virus and the large number of quarantines throughout the course of the school year

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 402 plans to take a balanced approach in our continued response to the pandemic. The district's ESSER II request is focused on the following areas: Student interventions, Tech/software/connectivity, professional learning, hazard pay/continuity of staff/services, mental health services, nurse services, and PPE.

Our district needs to recalibrate and focus on how to continue to respond to the pandemic this August in order to close the learning gaps created by the pandemic. We also need to recognize the extraordinary efforts of our staff over the course of the last school year.

All of the requests on this application are focused on students and staff, whether related to safety (PPE), student learning, professional development, hazard pay, or services in the area of mental health and physical health, all are deeply connected to COVID and the 15 authorized uses of these federal funds.

The district plans to offer summer programs at all levels. Elementary will focus on reading and math, middle school will focus on math, and the high school will focus on credit recovery. Teacher and student quarantines clearly impacted instruction. This is evidenced by the data provided; In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42%. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8. In the 19-20 school year, Augusta Middle School had 197 failing grades total as compared to 234 thus far in the 2020-2022 school year. Augusta High School had 249 total F's in 2019-20.

Based on the 15 authorized use categories and the intent from the federal government, USD 402 strongly believes that the items in this request directly align with the intent from the federal government.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to monitor student grades, graduation rates, students and staff absences, assessment data trends, social emotional data, college readiness, MTSS progressions from tier 3, 2, and 1, quarantine numbers, class sizes, instructional software data, staff retention in the district.

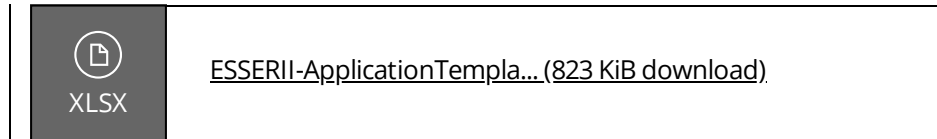
Notes on ESSER II application Excel template:

- 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and

accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Matt Ward
Date	04/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
402	Augusta	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
402-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5. - Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6th-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 40,880	\$ 40,880	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	20 certified salaries for summer program to address learning loss
402-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security - Summer Programs	\$ 3,499	\$ -	\$ 3,499	\$ -	\$ -	52 E 1000 220 0052 326	Social Security-certified staff- Summer Programs
402-1-003-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment - Summer Programs	\$ 46	\$ -	\$ 46	\$ -	\$ -	52 E 1000 250 0052 326	Unemployment- certified staff- summer program

402-1-004-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Work Comp - Summer Programs	\$ 101	\$ -	\$ 101	\$ -	\$ -	52 E 1000 260 0052 326	Workers comp- certified staff- summer program
402-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	AMS MTSS Specialist (ESSER23 Position) - Augusta middle school plans to add an MTSS specialist to establish, monitor, and support students in the areas of reading and math intervention in response to COVID. This interventionist will be a huge support for students and will be able to identify learning gaps based on data and progress monitoring. Having this position added will provide a consistent and targeted MTSS model which will support teachers and learners as they respond to the considerable learning loss caused by the pandemic. - Support Data/Evidence: Support Data/Evidence: In grades 6-8, 42% are not proficient in reading. In math 43% of 6-8 graders are not proficient.	\$ 59,000	\$ -	\$ 59,000	\$ -	\$ -	52 E 1000 110 0052 326	MTSS Coordinator to address learning loss caused by COVID, especially in Middle School
402-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Intervention Para (x4) - Early literacy (k-3) has been hit hard by the pandemic and schools need to provide extra 1-1 supports to build reading skills for students. Doing so now, and intervening early, will reduce the amount of remedial instruction that will need to take place for years to come. Adding a paraprofessional per elementary will provide teachers with the flexibility to provide more targeted 1-1 instruction in order to reduce learning loss caused by the pandemic. - Support Data/Evidence: Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, and 38% in grades 3-5 are not meeting grade level benchmark.	\$ 54,407	\$ -	\$ 54,407	\$ -	\$ -	52 E 1000 120 0052 326	K-5 intervention (reading specifically) paras used to support 1-on-1 activities to address learning loss caused by COVID.

402-1-007-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Health	\$ 20,332	\$ -	\$ 20,332	\$ -	\$ -	52 E 1000 210 0052 326	K-5 Intervention paras-Health Insurance
402-1-008-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Social Security	\$ 8,676	\$ -	\$ 8,676	\$ -	\$ -	52 E 1000 220 0052 326	K-5 Intervention paras-social security
402-1-009-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Unemployment	\$ 113	\$ -	\$ 113	\$ -	\$ -	52 E 1000 250 0052 326	K-5 Intervention paras-unemployment
402-1-010-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Work Comp	\$ 249	\$ -	\$ 249	\$ -	\$ -	52 E 1000 260 0052 326	K-5 Intervention paras-workers comp

402-1-011-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retain teacher - Robinson elementary has a low enrollment group that is being moved to one section for budget reasons. This will result in increased numbers in our other early elementary classes as we respond to the need that the pandemic has created. Inflated student numbers, especially in early elementary, is the opposite of what those students need as we respond to the pandemic. Using ESSER funds to keep a two section grade level will reduce numbers in the grade district wide, allowing for more 1-1 instruction from the teachers. Not allowing class sizes to inflate post pandemic and providing a better student to teacher ratio is a great way to reduce learning loss post pandemic.	\$ 40,300	\$ -	\$ 40,300	\$ -	\$ -	52 E 1000 110 0052 326	Hiring/Retaining current number of K-5 teachers to keep class sizes small and to allow for social distancing.
402-1-012-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health - Retaining Teacher	\$ 5,488	\$ -	\$ 5,488	\$ -	\$ -	52 E 1000 210 0052 326	Hiring K-5 teacher Health Insurance
402-1-013-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - Retaining Teacher	\$ 3,083	\$ -	\$ 3,083	\$ -	\$ -	52 E 1000 220 0052 326	Hiring K-5 teacher social security

402-1-014-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - Retaining Teacher	\$ 40	\$ -	\$ 40	\$ -	\$ -	52 E 1000 250 0052 326	Hiring K-5 teacher unemployment
402-1-015-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - Retaining Teacher	\$ 89	\$ -	\$ 89	\$ -	\$ -	52 E 1000 260 0052 326	Hiring K-5 teacher Workers Comp
402-1-016-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Edgenuity - Like many schools, USD 402 has had a very large number of students with failing grades due to the pandemic. Quarantines, remote/hybrid learning, and changes to the instructional model had a negative impact on learning. In order to ensure that high school students graduate on time (very important), USD 402 has invested in Edgenuity software. Edgenuity will allow students to make up credits while also allowing remote learning and access to curriculum. This program will allow a large number of students the opportunity to bounce back from the pandemic, decrease learning loss, and improve graduation percentages. With 400 failing grades at the high school, summer school will not be enough to address the large number of courses that need to be made up. Students need this option to graduate on time and not have the pandemic impact their lives going forward.	\$ 16,250	\$ -	\$ 16,250	\$ -	\$ -	52 E 1000 610 0052 326	Credit Recovery program for H.S. students to make up lost credits due to Covid. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

402-1-017-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Istation - USD 402 would like to place a greater focus on intervention in both reading and math at the middle school and the four elementary schools in response to the pandemic. Istation provides valuable curriculum, interventions, and supports for students to reduce learning loss caused by COVID in 2021-22. These materials can also be delivered remotely if needed. - Supporting Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 15,020	\$ -	\$ 15,020	\$ -	\$ -	52 E 1000 610 0052 326	To address learning loss caused by COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote
402-1-018-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Newslea - The MTSS process is important in any academic year, however, it is clear that MTSS has never been more important when responding to COVID and the learning loss it has created. As a part of the MTSS process in Augusta the district would like to utilize Newslea, a digital reading software which provides lexile reading level scores and the program also auto assigns appropriate reading levels to student users.	\$ 28,127	\$ -	\$ 28,127	\$ -	\$ -	52 E 1000 610 0052 326	

402-1-019-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	SeeSaw - Elementary learning management system which allows for teachers to communicate with parents to a greater extent and provide uninterrupted instruction and support to students. As we start to gain a better idea of where students are educationally post pandemic, effective parent communication and student access to instructional materials will be more important than ever. SeeSaw also bridges the gap instructionally for students when on quarantine.	\$ 3,025	\$ -	\$ 3,025	\$ -	\$ -	52 E 1000 610 0052 326	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not
402-1-020-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Fastbridge Assessments - Adding an MTSS assessment screener & supports resources to Augusta High School which will be used to identify and support student's educational needs caused by the pandemic while also reducing learning loss.	\$ 5,264	\$ -	\$ 5,264	\$ -	\$ -	52 E 1000 610 0052 326	
402-1-021-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hot Spots - As a newly 1-1 school district (due to pandemic), certainly families are facing connectivity issues. While we hope to have less need in 2021-22 than was the case in 2020-21, access to hotspots may be the only way to keep certain students engaged in learning.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	52 E 1000 734 0052 326	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

402-1-022-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	500 Chromebooks - When the pandemic hit, districts scrambled to provide devices to students, USD 402 certainly did. Last year our district was able to scrounge up every device that powered on in our entire district. Overnight, we went from a district that had 1-1 devices at the high school level only to having 1-1 devices K-12th grade. The district attempted to buy more devices with CARES funds, but the devices have been back-ordered for months and we could not obtain all the devices that the district needed. With so many failing devices, it is important to have equity of access to quality devices across the district. Our plan is to put a fully capable and functional device into all of our student's hands for the 2021-22 school year. These devices will be used to access a growing number of digital curriculums and will be available for students to take home in the case of continued quarantines. By putting a single assigned device into each student's hands we are reducing "touchpoints" and therefore continuing to reduce the spread of the virus. Not having to disinfect shared devices after each use will allow us to maximize instructional time- reducing learning loss. By replacing our failing devices, our district will be able to reduce learning loss and provide equity of access to digital devices and curriculum across the district. Authorized uses category 9. \$250 per device x 500 students	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	52 E 1000 734 0052 326	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
402-1-023-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Dyknow Screen Monitor - Prior to Covid, 1-1 was at the high school only. As a direct result of COVID, 1-1 devices are needed district-wide. Engagement in online instruction has created new challenges from the engagement standpoint. By adding Dyknow, a screen monitoring software, teacher will have considerably more control of what sites the students are accessing during class while also being able to monitor screens to redirect the students- keeping them engaged and increasing learning. Dyknow will allow for better quality classroom management, which leads to better instruction, less interruptions, and more learning- especially important post pandemic.	\$ 6,800	\$ -	\$ 6,800	\$ -	\$ -	52 E 1000 735 0052 326	

402-1-024-20210608	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	.5 AHS Nurse - Continuation from 2020-21 CARES funding. USD 402 added a .5 nurse at the high school. There was already a .5 nurse at the high school, so this allowed for a full time nurse at AHS during the pandemic. The nurse position will be equally important in future years as nurses continue to play an integral role in supporting the health needs of students and staff related to the pandemic. Nurses help to communicate and facilitate the many health needs related to COVID, having these health professionals working on the behalf of students will keep more students safe and engaged in learning.	\$ 25,007	\$ -	\$ 25,007	\$ -	\$ -	52 E 2100 120 0062 326	
402-1-025-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Nurse AHS Continuation of 20-21	\$ 1,913	\$ -	\$ 1,913	\$ -	\$ -	52 E 2100 220 0062 326	
402-1-026-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Nurse AHS Continuation of 20-21	\$ 25	\$ -	\$ 25	\$ -	\$ -	52 E 2100 250 0062 326	

402-1-027-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp Nurse AHS Continuation of 20-21	\$ 55	\$ -	\$ 55	\$ -	\$ -	52 E 2100 260 0062 326	
402-1-028-20210608	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	MH Liaison - The pandemic has had a significant impact of our students' mental health. In order to achieve optimal learning, our students mental health must be addressed. CARES money paid for this amount during the 2020-21 school year and having mental health experts proved to be invaluable during the pandemic. Because the mental stress and fatigue is ongoing related to the pandemic, having access to mental health experts is a necessary part of the pandemic response. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, only 64% are on track for SEL.	\$ 5,664	\$ -	\$ 5,664	\$ -	\$ -	52 E 2130 110 0052 326	

402-1-029-20210608	Eligible	Direct Allocation	Health Services	Group Insurance	10. Providing mental health services and supports	Mental Health Liaison Gap Insurance	\$ 75	\$ -	\$ 75	\$ -	\$ -	52 E 2130 201 0052 326	
402-1-030-20210608	Eligible	Direct Allocation	Health Services	Group Insurance	10. Providing mental health services and supports	Mental Health Liaison Health Insurance	\$ 610	\$ -	\$ 610	\$ -	\$ -	52 E 2130 210 0052 326	
402-1-031-20210608	Eligible	Direct Allocation	Health Services	Social Security Contributions	10. Providing mental health services and supports	Mental Health Liaison Social Security	\$ 433	\$ -	\$ 433	\$ -	\$ -	52 E 2130 220 0052 326	
402-1-032-20210608	Eligible	Direct Allocation	Health Services	Unemployment Compensation	10. Providing mental health services and supports	Mental Health Liaison Unemployment	\$ 6	\$ -	\$ 6	\$ -	\$ -	52 E 2130 250 0052 326	

402-1-033-20210608	Eligible	Direct Allocation	Health Services	Worker's Compensation	10. Providing mental health services and supports	Mental Health Liaison Work Comp	\$ 12	\$ -	\$ 12	\$ -	\$ -	52 E 2130 260 0052 326	
402-1-034-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Capturing Kids Hearts - Professional development for Ewalt/Lincoln Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, only 64% of our students are on track for SEL.	\$ 39,100	\$ -	\$ 39,100	\$ -	\$ -	52 E 2213 330 0052 326	SEL Training to address social emotional needs caused by COVID (Phone Call, 5/6/2021)

402-1-035-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Capturing Kids Hearts 2 - Professional development for Robinson/Garfield Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, 64% are on track for SEL.	\$ 22,600	\$ -	\$ 22,600	\$ -	\$ -	52 E 2213 330 0052 326	SEL Training to address social emotional needs caused by COVID (Phone Call, 5/6/2021)
402-1-036-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Kagan Structures - After a year in which our students and staff have been behind masks and socially distanced, it is imperative that we re-engage students in learning. Kagan structures are the ultimate way to increase engagement in the classroom. Kagan structures are aimed at 100% classroom engagement. We need students engaging with the content, each other, and with teachers to the highest level possible in the upcoming school year. Kagan professional development is a foolproof way to obtain higher levels of engagement and connection to learning. This will certainly help to reduce the learning loss in our district. Impact: Over 110 staff and 1,000 students.	\$ 21,980	\$ -	\$ 21,980	\$ -	\$ -	52 E 2213 330 0052 326	Kagan Training to reengage students in learning process in order to reduce learning loss caused by COVID (Phone Call 5/6/21)

402-1-037-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Services Purchased from Another LEA or Educational Service Agency Within the State	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush School Improvement & Admin Services - In an effort to consistently address learning loss over the course of the next school year, USD 402 requires the additional support that Greenbush school improvement & administrative services can provide. Greenbush's supports for teachers and administrators are extensive and will support our district staff when identifying learning loss needs, pandemic supports, and ongoing training for our staff. Doing so will greatly improve the district's ability to support our students and staff.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	52 E 2213 591 0052 326	Help the district identify students with learning loss and provide supports to reduce learning loss caused by COVID (Phone call 5/6/21)
402-1-038-20210608	Eligible	Direct Allocation	Safety	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Various Personal Protective Equipment.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	52 E 2670 610 0052 326	Various PPE (Phone Call 5/6/21)
402-1-039-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Substitute Teachers - Reimbursement for substitute teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 28,850	\$ 28,850	\$ -	\$ -	\$ -	52 E 1000 115 0052 326	
402-1-040-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Teachers sub for Teachers - Reimbursement for teachers subbing for teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,422	\$ 2,422	\$ -	\$ -	\$ -	52 E 1000 115 0052 326	

402-1-041-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teacher Sick Leave Reimbursement - The district had one staff member that requested sick leave time from the district's sick leave pool due to COVID related circumstances. The employee request took place after they had exhausted their available sick/personal time. The district requests that the time the district paid in additional sick time, which was related to COVID, be reimbursed by ESSER funds.Detailed staff reports and details available upon request.	\$ 9,049	\$ 9,049	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	
402-1-042-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of an Elementary Remote Learning Teacher - The district added a teacher who provided instruction to elementary remote learners only. This position was not planned but was created and paid for as a direct result of the impact that COVID had on the district. All of the remote learners that were served were remote due to COVID. Teacher wages- 3/1/21-5/27/21. Detailed staff reports and details available upon request.	\$ 15,172	\$ 15,172	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	
402-1-043-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer ELA Training - Because USD 402 shifted PD days to the front of the August 2020 school year the district did not have contracted days available to provide training on the new ELA training for all four elementary schools. This has required the district to spend additional dollars that we would not have had to spend if COVID did not exist to provide training. We are having to bring all elementary staff (4 schools) in over the summer (paid) for required training. Detailed staff reports and details available upon request.	\$ 14,100	\$ -	\$ 14,100	\$ -	\$ -	52 E 1000 110 0052 326	

402-1-044-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels described in a row above. The district plans to provide and pay those staff an additional 10 hours of planning time for those programs. Detailed staff reports and details available upon request.	\$ 6,800	\$ -	\$ 6,800	\$ -	\$ -	52 E 1000 110 0052 326	
402-1-045-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Elementary Remote Learning Teacher - Health Insurance	\$ 2,739	\$ 2,739	\$ -	\$ -	\$ -	52 E 1000 210 0052 326	
402-1-046-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Social Security	\$ 6,844	\$ 5,245	\$ 1,599	\$ -	\$ -	52 E 1000 220 0052 326	
402-1-047-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Unemployment	\$ 77	\$ 56	\$ 21	\$ -	\$ -	52 E 1000 250 0052 326	

402-1-048-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Work Comp	\$ 168	\$ 122	\$ 46	\$ -	\$ -	52 E 1000 260 0052 326	
402-1-049-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Hazard Pay Reimbursement - The district is requesting hazard pay for the time that the Custodial staff had to spend on COVID-related cleaning and sanitation. The request is for an extra \$4 an hour for these hours on a per employee basis. This would bring their pay for those hours to slightly less than time and a half. Additional COVID cleaning (hazard time) equates to one hour per day per custodian. Detailed staff reports and details available upon request.	\$ 22,232	\$ 22,232	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	
402-1-050-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Overtime Pay Reimbursement - The district is requesting reimbursement of overtime pay for the custodial staff related to not being able to complete regular job duties during the regular work day due to the increased duties of COVID sanitation responsibilities. Detailed staff reports and details available upon request.	\$ 4,943	\$ 4,943	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	
402-1-051-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Social Security	\$ 2,079	\$ 2,079	\$ -	\$ -	\$ -	52 E 2600 220 0052 326	

402-1-052-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Unemployment	\$ 27	\$ 27	\$ -	\$ -	\$ -	52 E 2600 250 0052 326	
402-1-053-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Work Comp	\$ 462	\$ 462	\$ -	\$ -	\$ -	52 E 2600 260 0052 326	
402-1-054-20210608	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech Overtime Pay Reimbursement - Our tech department worked overtime hours in order to keep up with the needs of remote learners, teachers, devices, and softwares which were in excess of the job duties that are expected in a non-COVID year. The district is requesting that these overtime costs be reimbursed. Detailed staff reports and details available upon request.	\$ 1,443	\$ 1,443	\$ -	\$ -	\$ -	52 E 2500 120 0052 326	
402-1-055-20210608	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Social Security	\$ 110	\$ 110	\$ -	\$ -	\$ -	52 E 2500 220 0052 326	

402-1-056-20210608	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Unemployment	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 250 0052 326	
402-1-057-20210608	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Work Comp	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2500 260 0052 326	
402-1-058-20210608	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	Board Clerk Overtime Reimbursement - The USD 402 school board added 7 additional special board meetings that were directly related to COVID. These resulted in overtime pay for our board clerk. The district is requesting reimbursement. Detailed staff reports and details available upon request.	\$ 289	\$ 289	\$ -	\$ -	\$ -	52 E 2300 120 0052 326	
402-1-059-20210608	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	Board Clerk - Social Security	\$ 22	\$ 22	\$ -	\$ -	\$ -	52 E 2300 220 0052 326	

402-1-060-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Unemployment	\$ 0.29	\$ 0.29	\$ -	\$ -	\$ -	52 E 2300 250 0052 326	
402-1-061-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Work Comp	\$ 1	\$ 1	\$ -	\$ -	\$ -	52 E 2300 260 0052 326	
402-1-062-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver Pay Equalization - With 200 students on remote learning the transportation needs across the district were reduced. Reducing pay for drivers by reducing routes could have resulted in transportation employees leaving to look for other employment opportunities. In an effort to maintain our transportation employees the district paid the drivers equalization pay so that they did not experience a loss in income. Example: If a driver typically worked 4 hours in previous years, the district paid a minimum of four hours. In some cases routes that would have taken 4 hours (daily) would only take 3.5. Therefore there would be .5 hours in equalization pay to the driver as a retention measure. Detailed staff reports and details available upon request.	\$ 7,192	\$ 7,192	\$ -	\$ -	\$ -	52 E 2710 120 0052 326	

402-1-063-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Social Security	\$ 550	\$ 550	\$ -	\$ -	\$ -	52 E 2710 220 0052 326	
402-1-064-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Unemployment	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2710 250 0052 326	
402-1-065-20210608	Eligible	Direct Allocation	Vehicle Operation	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Work Comp	\$ 146	\$ 146	\$ -	\$ -	\$ -	52 E 2710 260 0052 326	
402-1-066-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 62,783	\$ 62,783	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	

402-1-067-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 4,856	\$ 4,856	\$ -	\$ -	\$ -	52 E 1000 120 0052 326	
402-1-068-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 84	\$ 84	\$ -	\$ -	\$ -	52 E 1000 220 0052 326	
402-1-069-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 68	\$ 68	\$ -	\$ -	\$ -	52 E 1000 250 0052 326	
402-1-070-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 149	\$ 149	\$ -	\$ -	\$ -	52 E 1000 260 0052 326	
402-1-071-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 7,206	\$ 7,206	\$ -	\$ -	\$ -	52 E 2100 110 0052 326	

402-1-072-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2100 220 0052 326	
402-1-073-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2100 250 0052 326	
402-1-074-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 16	\$ 16	\$ -	\$ -	\$ -	52 E 2100 260 0052 326	
402-1-075-20210608	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,273	\$ 2,273	\$ -	\$ -	\$ -	52 E 2113 110 0052 326	

402-1-076-20210608	Eligible	Direct Allocation	Social Work Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2113 220 0052 326	
402-1-077-20210608	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2113 250 0052 326	
402-1-078-20210608	Eligible	Direct Allocation	Social Work Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 5	\$ 5	\$ -	\$ -	\$ -	52 E 2113 260 0052 326	
402-1-079-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 9,065	\$ 9,065	\$ -	\$ -	\$ -	52 E 2200 110 0052 326	

402-1-080-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 11	\$ 11	\$ -	\$ -	\$ -	52 E 2200 220 0052 326	
402-1-081-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2200 250 0052 326	

402-1-082-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 20	\$ 20	\$ -	\$ -	\$ -	52 E 2200 260 0052 326	
402-1-083-20210608	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	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,641	\$ 2,641	\$ -	\$ -	\$ -	52 E 2400 110 0052 326	
402-1-084-20210608	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	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 220 0052 326	

402-1-085-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 250 0052 326	
402-1-086-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 6	\$ 6	\$ -	\$ -	\$ -	52 E 2400 260 0052 326	
402-1-087-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 3,295	\$ 3,295	\$ -	\$ -	\$ -	52 E 2400 120 0052 326	

402-1-088-20210608	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	Social Security - FFCRA Leave	\$ 4	\$ 4	\$ -	\$ -	\$ -	52 E 2400 220 0052 326	
402-1-089-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 250 0052 326	
402-1-090-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2400 260 0052 326	

402-1-091-20210608	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 1,652	\$ 1,652	\$ -	\$ -	\$ -	52 E 2500 120 0052 326	
402-1-092-20210608	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 220 0052 326	
402-1-093-20210608	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 250 0052 326	

402-1-094-20210608	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 4	\$ 4	\$ -	\$ -	\$ -	52 E 2500 260 0052 326	
402-1-095-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 8,791	\$ 8,791	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	
402-1-096-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 11	\$ 11	\$ -	\$ -	\$ -	52 E 2600 220 0052 326	
402-1-097-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2600 250 0052 326	

402-1-098-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 149	\$ 149	\$ -	\$ -	\$ -	52 E 2600 260 0052 326	
402-1-099-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,281	\$ 2,281	\$ -	\$ -	\$ -	52 E 2710 120 0052 326	
402-1-100-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2710 220 0052 326	
402-1-101-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2710 250 0052 326	
402-1-102-20210608	Eligible	Direct Allocation	Vehicle Operation	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 46	\$ 46	\$ -	\$ -	\$ -	52 E 2710 260 0052 326	

402-1-103-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 337	\$ 337	\$ -	\$ -	\$ -	52 E 2790 120 0052 326	
402-1-104-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 0.41	\$ 0.41	\$ -	\$ -	\$ -	52 E 2790 220 0052 326	
402-1-105-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 0.34	\$ 0.34	\$ -	\$ -	\$ -	52 E 2790 250 0052 326	
402-1-106-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2790 260 0052 326	

402-1-107-20210608	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 188	\$ 188	\$ -	\$ -	\$ -	52 E 3100 120 0052 326	
402-1-108-20210608	Eligible	Direct Allocation	Food Service Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 0.23	\$ 0.23	\$ -	\$ -	\$ -	52 E 3100 220 0052 326	
402-1-109-20210608	Eligible	Direct Allocation	Food Service Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 0.19	\$ 0.19	\$ -	\$ -	\$ -	52 E 3100 250 0052 326	
402-1-110-20210608	Eligible	Direct Allocation	Food Service Operations	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 0.41	\$ 0.41	\$ -	\$ -	\$ -	52 E 3100 260 0052 326	

402-1-111-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5. - Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6th-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 4,860	\$ 4,860	\$ -	\$ -	\$ -	52 E 1000 120 0052 326	9 paras for summer programming
402-1-112-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security- Summer Programs Non Certified	\$ 3,499	\$ 3,499	\$ -	\$ -	\$ -	52 E 1000 220 0052 326	Social Security- paras-summer programming
402-1-113-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment- Summer Program Non Certified	\$ 46	\$ 46	\$ -	\$ -	\$ -	52 E 1000 250 0052 326	unemployment- paras-summer programming
402-1-114-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Work Comp- Summer Programs Non Certified	\$ 101	\$ 101	\$ -	\$ -	\$ -	52 E 1000 260 0052 326	workers comp-paras-summer programming

402-1-115-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	USD 402 would like to place a greater focus on intervention in reading at all four elementary schools in response to the pandemic. Renaissance Star Reading provides valuable data which can be used to reduce learning loss in 2021-22.	\$ 10,203	\$ -	\$ 10,203	\$ -	\$ -	52 E 1000 610 0052 326	
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EmnRMRmp

409_Atchison_ESSER II Plan_0426

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 409 Atchison Public Schools
Applicant / Mailing Address	626 Commercial St Atchison, KS 66002
Applicant / First and Last Name of Owner, CEO, or Executive Director	Renee Scott
Applicant / Email Address of Owner, CEO, or Executive Director	renee.scott@usd409.net
Applicant / Phone Number	913-360-6500

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 (<i>if applicable</i>)	48-0697623
Applicant / Website Address (<i>if applicable</i>)	www.usd409.net
Applicant / Mission Statement (<i>if applicable</i>)	

The mission of the Atchison Public School District shall be to identify and remove all barriers to promote equal opportunities for success by all students

Building Successful Futures: Every Student, Every Day

Belief Statements

We believe all students will learn and succeed.

We believe high levels of learning require strong partnerships among school, parents, and communities.

We believe our students will learn academic as well as social skills and soft skills to be successful.

We believe our schools must provide a safe and caring environment that promotes collaboration and problem-solving.

We believe a successful school must provide a relevant and rigorous curriculum and promote lifelong learning for all.


Applicant / W9 or Year-end Financial Statement *(if applicable)*

Download Form W-9

PDF

[w9.pdf \(75 KiB download\)](#)

Applicant / Board Member List *(if applicable)*

PDF

[Board Members.pdf \(78 KiB download\)](#)

Fiscal Agent / Name *(if applicable)*

LORI LANTER

Fiscal Agent / Email *(if applicable)*

llanter@usd409.net

Fiscal Agent / Mailing Address *(if applicable)*

626 Commercial St
Atchison, KS 66002

Application details

Full District Name

Atchison Public Schools

District Number

409

Mailing Address | Street Address

626 COMMERCIAL ST

Mailing Address | City

ATCHISON

Mailing Address | Zip Code

66002

Authorized Representative of the District | Name

Renee Scott

Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	renee.scott@usd409.net
Authorized Representative of the District Phone Number	+19133606500
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	llanter@usd409.net
Other District Representative 2 Email Address	llanter@usd409.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The cost impact on USD 409 was enormous. We lost 72.2FTE resulting in a major negative economic impact to our general fund and anticipated future Title funds. In addition to negative economic impact, our students showed decline academically as well.

Our iReady reading scores showed an increase of 8% of students K-8 reading one or more grade levels below on our winter diagnostics. iReady math scores showed an increase of 6% of students scoring one or more levels below grade level. In addition when comparing math scores to students nationally, our students are 8% lower for students one or more grade levels below. In reading the difference is 17%, a difference of 13% from the previous year. Data attached to specific skills showed students at the beginning of the year at or above the nation on many skills, but a much lower growth rate than compared to the nation by winter. At the high school level, our ACT scores showed a significant drop in all subject areas scoring lower than the state and nation in all areas.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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 effects of COVID-19 have exacerbated the discrepancies of teaching and learning at USD 409. iReady data, ACT scores, and our final analysis from Cognia Accreditation reveals some significant needs of both staff and students. All of our ESSER-II funding requests align with the Navigating Next document from KSDE. We will partner with Visible Learning for the next three years to evaluate teacher effectiveness in closing our achievement gap. This support will provide intensive assessment, professional development, and on-site coaching for all staff to solidify tier 1 instruction. A data analyst will provide support to PLCs with multiple data sources aligned to provide the best interventions for students and monitor program effectiveness.

Summer school intercessions will be offered to all students grades pre-K through 12. Summer school teachers will receive intense professional development to provide them with the necessary tools to address grade band competency deficiencies. Incentives are offered for students who regularly attend and show growth. These on-site opportunities will focus on rigorous STEAM inspired lessons, interactive opportunities, provide meals and transportation, and allow for intervention and enrichment. Beginning in the fall of 2021, after school tutoring with transportation as well as a tutoring hotline that will support English, Math, and elementary learners.

Through a partnership with Apple, all staff will be given additional professional development opportunities to effectively utilize technology for lesson integration and transformational learning. Social-Emotional needs will be addressed by partnering with our local mental health clinic to provide hours after work for staff to access a clinical psychologist and by also adding a second clinical psychologist to provide direct support to two additional schools.

High school students will have access to an IPS facilitator who will meet with every junior and senior to address future goals and provide access for student and business/community partnerships.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our plan for continuous improvement and assessment is built into our ESSER II direct allocation. Utilizing a data analyst and a data warehouse, we will continuously monitor the progress and adjust accordingly as well as measure program effectiveness. This assessment will not only be geared towards students who need Tier 2 and intensive Tier 3 supports, but the assessment will also gauge tier 1 instruction. Specifically, our focus at the tier one level will be on essential standards and competencies as well as effective feedback so that instructional strategies are directly aligned with student needs and differentiated accordingly. USD 409 is committed to transparency with our funding, and will vow to use the funds for student improvement, teacher effectiveness, and parent engagement.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[409 Atchison ESSER II Pla... \(155 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Lori Lanter

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
409	Atchison Public School	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
409-1-001-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush SIS Services- Provide mentoring, basic support for administrators, certified staff, and support staff as well as three different focus areas of our choosing. As overwhelmed teachers are trying to balance work load and responsibilities, Greenbush services will provide support that we have never utilized before.	\$ 16,250	\$ 16,250	\$ -	\$ -	\$ -	73-1000-330-970	
409-1-002-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lost Chargers & Cubes- Replace students lost iPad cubes and charging cords while the students were on Quarantine or Remote Learning during April 2020-June 2021.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	73-1000-610-970	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
409-1-003-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom-Renewed subscription for Zoom Application that is used by students, teachers and administrators to conduct meetings/school. Zoom increased opportunities for parent engagement and will be continued to be utilized as we begin transitioning out of restrictions.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	73-1000-610-970	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

409-1-004-20210608	Eligible	Direct Allocation	Academic Student Assessment	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Educlimber-Advance Support Setup-Educlimber will help us effectively monitor student interventions and program effectiveness. All of our data will now be housed in one location which will increase access efficiency of multiple data sources for all staff. This will be a primary tool for the data analyst.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	73-2240-320-970	Per narrative, district exhibited documented learning loss in reading and math at the K-8 levels as evidenced by state assessments, and learning loss at the high school level as evidenced by decreased ACT scores. Data analysis will measure program effectiveness addressing learning loss.
409-1-005-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Promethan Boards- Promethan provide hands-on technology access for students during centers, direct instruction, and small group instruction. This increases classroom collaboration efforts.	\$ 15,793	\$ 15,793	\$ -	\$ -	\$ -	73-1000-730-970	Per applicant, Addresses learning loss related to covid and allows students greater access to collaborate.
409-1-006-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through MATH & ELA-COVID has made clear that math and ELA teachers at the secondary level need intensive support in developing project based learning activities for students at the tier 1 level. Intensive coaching support specific to math and ELA will be provided on-site during class time by outside entities.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, We will utilize specific professional development support from Study Sync and Visible Learning specific to ELA and Math. Because of COVID, our teachers need additional support in project based instruction and our test scores in these areas have declined dramatically as a result of covid learning loss.

409-1-007-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School Support Materials-In order to increase student engagement, we will ensure necessary materials are provided to all staff and students.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	73-1000-610-970	Per applicant, STEAM materials to address hands-on learning, all curriculum and supplies materials for summer school.
409-1-008-20210608	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	Community Partnership Summer-Because of limited staff availability, we will be partnering with community entities to provide engaging activities during our summer programming.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	73-1000-300-970	Per applicant, field trip activities that the students attending our summer school programs may attend.
409-1-009-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Technology-Related Repairs and Maintenance	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	AMS Auditorium Sound System/Projector/Screen-Upgrade the Middle School auditorium sound system and add a projector for presentations which allows students and staff to maintain social distance.	\$ 84,427	\$ 84,427	\$ -	\$ -	\$ -	73-2600-432-970	
409-1-010-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Apple Teacher Incentives-Incentives will be provided for teachers to become deeper with the use of their device as well as integration accountability within classroom lessons.	\$ 93,000	\$ 93,000	\$ -	\$ -	\$ -	73-1000-610-970	Per applicant, the district covers additional pay for teachers to receive training to better utilize technology for education purposes, addressing learning loss. Apple provides the card.

409-1-011-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Applebus-Temp Takers-Our transportation company (AppleBus) employs 6 people to take students temperatures on each route before they are allowed to get on the bus to go to school.	\$ 34,896	\$ 34,896	\$ -	\$ -	\$ -	73-2710-513-970	
409-1-012-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through OTHER-As we begin to evaluate programs, we will provide direct support to any necessary subject area or grade level.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, we plan to provide additional co-teaching support for any staff who has not been trained in the co-teaching model as well as provide any support for subject area teachers who are struggling to meet learners needs as a direct relation to learning loss from COVID.
409-1-013-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through Professional Learning and Application-We often use assessment to measure student growth, but our focus will also be to utilize assessment for teacher and instruction effectiveness. We will be utilizing Visible Learning to provide intensive strategic learning and coaching for all staff and administration.	\$ 145,000	\$ 145,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, Learning loss that is covid-related. Specifically, tier 1 instruction to address covid-related learning loss.

409-1-014-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through Tech2Go-We will offer intensive, teacher-driven technology professional development in which we grow our own technology leadership capacity.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, We will build leadership capacity to address technology needs for students. Because of COVID, we put a device in every student's hands at the K-5 level without professional development to teachers on how to utilize technology to enhance instruction instead of as a replacement tool. COVID has created a need for professional development directly related to effective technology use.
409-1-015-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Substitutes-Cost of substitute teachers at \$110 a day to cover teachers classrooms when teacher is on quarantine/tested positive for Covid.	\$ 26,500	\$ 26,500	\$ -	\$ -	\$ -	73-1000-111-970	
409-1-016-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	11A. Planning and implementing summer learning or enrichment programs	Summer School Training for Teachers-We do not wish summer school to be traditional in nature. Therefore, we will provide design thinking professional development to be used in conjunction with STEAM learning for our summer school programs.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	73-1000-330-970	Per narrative, Summer school teachers will receive intense professional development to provide them with the necessary tools to address grade band competency deficiencies.

409-1-017-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Tech Integration through Apple Professional Learning Series-Apple professional development trainers will be provided for teachers to become deeper with the use of their device as well as integration accountability within classroom lessons.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, Because of COVID, we put a device in every student's hands at the K-5 level without professional development to teachers on how to utilize technology to enhance instruction instead of as a replacement tool. COVID has created a need for professional development directly related to effective technology use.
409-1-018-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	IPS/Transition Coordinator (AHS)-Work with juniors and senior to re-establish workbased learning opportunities lost due to Covid interruptions. Continue to build community/industry/post-secondary training paused during Covid	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	73-1000-113-970	
409-1-019-20210608	Eligible	Direct Allocation	Academic Student Assessment	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	iReady-Screen, diagnose, provide specific interventions to help alleviate learning loss and monitor student growth	\$ 57,000	\$ -	\$ 57,000	\$ -	\$ -	73-2240-320-970	
409-1-020-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lost iPads-Replace students lost iPads while the students were on Quarantine or Remote Learning during April 2020-June 2021.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	73-1000-730-970	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

409-1-021-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School Incentive-Students-Re-engage student in learning and attract our reluctant learners back to school to received additional instruction to alleviate learning loss	\$ 13,000	\$ -	\$ 13,000	\$ -	\$ -	73-1000-610-970	Per applicant, there is no incentive for students, the request is for materials/supplies for summer school, such as books, problem solving puzzles, STEAM gadgets, etc.
409-1-022-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Summer School Transportation-Our transportation company (AppleBus) charges \$11.74 per day per bus route to do additional cleaning of buses due to Covid	\$ 25,173	\$ -	\$ 25,173	\$ -	\$ -	73-2710-513-970	
409-1-023-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School- Teachers & Coordinators-Hiring 20 teachers for summer school for 5 days a week for a total of 6 weeks. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021. Also includes one hour per week per teacher for planning period.	\$ 98,724	\$ -	\$ 98,724	\$ -	\$ -	73-1000-110-970	
409-1-024-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School-Paras-Hiring 15 paraeducators at \$12.00 for summer school for 5 days a week for a total of 6 weeks. Each paraeducator is expected to work 4.5 hours per day. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021.	\$ 31,500	\$ -	\$ 31,500	\$ -	\$ -	73-1000-121-970	

409-1-025-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11B. Planning and implementing supplemental after-school programs	After School Tutoring Transportation-Cost of 3 bus routes for 5 days a week for summer school. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021.	\$ 27,346	\$ -	\$ 27,346	\$ -	\$ -	73-2710-513-970	
409-1-026-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Tutoring-Paras-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 paraeducators.	\$ 7,488	\$ -	\$ 7,488	\$ -	\$ -	73-1000-122-970	
409-1-027-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	11B. Planning and implementing supplemental after-school programs	After School Tutoring-Teachers-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 teachers.	\$ 17,793	\$ -	\$ 17,793	\$ -	\$ -	73-1000-112-970	
409-1-028-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Data Analyst-Set up, assemble data from data warehouse, and provide training and support for teachers in data analysis during PLCs. Setup and monitor program effectiveness dashboard	\$ 61,500	\$ -	\$ 61,500	\$ -	\$ -	73-2200-120-970	Per applicant, Because of COVID we will be utilizing a plethora of data and will utilize an analyst to provide the appropriate data, dashboard, and reports to all stakeholders to address learning loss.
409-1-029-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security-Employer FICA and FICM for Summer school	\$ 9,116	\$ -	\$ 9,116	\$ -	\$ -	73-1000-220-970	Per applicant, amount edited to reflect summer only.

409-1-030-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Social Worker at Central (Partnership with Atchison Community. Health)- Address students and staff SEL needs heightened by the pandemic onsite and act as an liason for family and community resources in our most at-risk population	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	73-2100-110-970	
409-1-031-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	11B. Planning and implementin g supplement al after-school programs	Tutoring Hotline-Teachers- Establishing a tutoring hotline available 4 days a week for 2 hours in the evening for 144 days staffed with 3 teachers, one from each building.	\$ 26,689	\$ -	\$ 26,689	\$ -	\$ -	73-1000-112-970	
409-1-032-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementin g summer learning or enrichment programs	Unemployment-Employer unemployment tax for Summer school	\$ 781	\$ -	\$ 781	\$ -	\$ -	73-1000-290-970	Per applicant, amount edited to reflect summer only.
409-1-033-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementin g supplement al after-school programs	Social Security-Employer FICA and FICM for after school	\$ 3,638	\$ -	\$ 3,638	\$ -	\$ -	73-1000-220-970	Per applicant, row added for after school.
409-1-034-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementin g supplement al after-school programs	Unemployment-Employer unemployment tax for after school	\$ 312	\$ -	\$ 312	\$ -	\$ -	73-1000-290-970	Per applicant, row added for after school.

409-1-035-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Social security for data analyst.	\$ 3,465	\$ -	\$ 3,465	\$ -	\$ -	73-2200-120-970	Per applicant, row added for data analyst.
409-1-036-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment for data analyst	\$ 297	\$ -	\$ 297	\$ -	\$ -	73-2200-120-970	Per applicant, row added for data analyst.
409-1-037-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Social security for social worker	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	73-2100-110-970	Per applicant, row added for social worker.
409-1-038-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Unemployment for social worker	\$ 300	\$ -	\$ 300	\$ -	\$ -	73-2100-110-970	Per applicant, row added for social worker.



YrDRaAjM

416_LOUISBURG_ESSER II Plan_0512

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 416 Louisburg

Applicant / Mailing Address

| PO BOX 550
Louisburg, KS 66053

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Brian Biermann

Applicant / Email Address of Owner, CEO, or Executive Director | delmezk@usd416.org

Applicant / Phone Number | 913-837-1700

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 | Louisburg

District Number | 416

Mailing Address Street Address	PO BOX 550
Mailing Address City	Louisburg
Mailing Address Zip Code	66053
Authorized Representative of the District Name	Katy Delmez
Authorized Representative of the District Position or Title	Director of Business
Authorized Representative of the District Email Address	delmezk@usd416.org
Authorized Representative of the District Phone Number	+19138371700
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD #416, just like every school district in Kansas, has tried to support all learners during this pandemic. We have had remote learning, blended learning and onsite learning. We have also experienced students moving in and out of the different learning options. Furthermore, we have had students and staff quarantined throughout the school year. All of these items have impacted the teaching and learning environment in our school district and community. We have tried to provide the needed academic, social/emotional, behavior, special education, ELL, nutritional and technology supports throughout the year. Each family and student bring a unique need to the equation. We believe we are able to reach a very wide and supportive support system with these additional federal funds. We continue to review local (Fastbridge, MyIGDIs, Kansas Communities that Care, SAEBRS, etc.) data to identify students that have struggled during the pandemic. We have worked on providing additional staffing, programs and supports to support our students and families in the upcoming school years. We will continue to monitor the effectiveness of our plan. We also will use the 2021 State Assessment data as another source of improvement data for our school district. We are currently communicating our plan for next school year so our families, students and staff know what our direction for teaching and learning look like at this time. We understand that the pandemic is a dynamic and ever-changing situation, but we feel like we have provided the needed supports to meet the challenges 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
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD #416 plans to use its ESSER II funds to target many of the fifteen areas that have been identified as reasonable and needed expenses for the pandemic. We have allocated ESSER II dollars to expand our Title I Program by adding a Title Aide. We are lowering our elementary class sizes by adding an additional Kindergarten Teacher. We are purchasing supplies to sanitize and clean our facilities, as well as make sure we have appropriate numbers for custodial staff support. We have budgeted the needed resources for staff and technology to help support our remote learning platform for families that choose this option next school year. This includes online learning platforms and hotspots. We have contracted with our local mental health department to provide additional mental health services. We have also engaged in providing a new social/emotional curriculum for our entire school district. Our district has purchased educational technology, as well as supplemental at-risk programming to help low performing students increase their academic skills. We have contracted with our local service center to provide the needed administrative support our school district will need. We have provided additional resources for professional development for our teaching staff. We will be providing some needed HVAC upgrades to our two oldest buildings. We will continue to work with our local health officials to coordinate an appropriate response and preparedness plan for our community, staff and students. We will continue to monitor our plan and make the needed changes as we progress next year.

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 are committed to making data-informed decisions as we monitor the impacts of our additional resources for our staff and students. We have many data systems in place that will help with this monitoring. The additional professional development, programming and resources we will be providing our staff will allow us to effectively learn and monitor learning loss for each student. We have elicited the support of Greenbush and TASN to support our efforts. We have established building leadership and district leadership teams that will work through the MTSS process to review data and make adjustments to teaching, learning and effective at-risk programming. We are committed to reviewing all aspects (academic, behavior, social/emotional) of each child to make sure they each have the needed supports. We are also committed to making the needed adjustments throughout the year and make needed changes as we review the data for each student we serve.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



ESSERII-ApplicationTempla...(153 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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]

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(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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A State or a subgrantee shall directly administer or supervise the administration of each project.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

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A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Katy Delmez
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Date	05/12/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
416	Louisburg	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
416-1-001-20210608	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies to sanitize and clean school facilities.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	7	
416-1-002-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus	Additional staffing costs for the operation and sanitization of the LEA school buildings.	\$ 32,400	\$ -	\$ 32,400	\$ -	\$ -	7	
416-1-003-20210608	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies for student academic support and education support for staff and students.	\$ 38,772	\$ -	\$ 38,772	\$ -	\$ -	7	Supplies for student academic support and education support for staff and students. This includes software programs such as OdysseyWare/Edgenuity, 7 minds social mindset, Aleks, Freckle Math, Turnitin.
416-1-004-20210608	Eligible	Direct Allocation	Support Services (Students)	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Providing hotspots for families with little or no internet connection.	\$ 13,000	\$ 5,000	\$ 8,000	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

416-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Substitute teacher costs for teachers that are gone due to COVID exposure and support for teachers virtually and help in the classroom.	\$ 204,098	\$ 42,440	\$ 161,658	\$ -	\$ -	7	
416-1-006-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	Supplies for vaccination site and supplies for social distancing.	\$ 7,863	\$ 7,863	\$ -	\$ -	\$ -	7	Supplies for vaccination site and supplies for social distancing. The district held 3 vaccination clinics for the community. The expense includes custodial support as well as utility costs.
416-1-007-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	General Supplies and Materials (includes computer software)	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Professional Development	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	7	The district was not able to do as much PD this past year. We paused many of our PLC and MTSS efforts. The district will ramp back up the PLC and MTSS during the 2021-2022 school year to support all students and staff in all areas (academics, behavior and social/emotional).
416-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School	\$ 5,400	\$ -	\$ 5,400	\$ -	\$ -	7	Summer School - The district plans to offer a "Jump Start" Summer school for grades 3-8. The expense will be to help pay the extra duty expense of teachers teaching summer school to identified students.
416-1-009-20210608	Eligible	Direct Allocation	Operation of Buildings	Heating Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects.	HVAC Upgrades	\$ 49,318	\$ -	\$ 49,318	\$ -	\$ -	7	HVAC Upgrades - The district is putting in upgraded HVAC in the two oldest buildings (1957 and 1977). The district will use the funds to help get the best upgraded systems to help with air quality. Allowable if CDC guidelines are met.

416-2-001-20210608	Eligible	True Up Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies for student academic support and education support for staff and students.	\$ 82,588	\$ -	\$ 82,588	\$ -	\$ -	7	Per district with email 05/31/2021: supplies include cleaning supplies, towels, additional sanitizer relating to Covid.
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Kansas CommonApp (2020)

1610-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qPwepeAD

437 Auburn-Washburn-ESSER II Plan_0507

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	Auburn-Washburn USD 437
Applicant / Mailing Address	5928 SW 53rd St Topeka, KS 66610
Applicant / First and Last Name of Owner, CEO, or Executive Director	Bruce Stiles
Applicant / Email Address of Owner, CEO, or Executive Director	stiledan@usd437.net
Applicant / Phone Number	7853394040

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 (<i>if applicable</i>)	48-0722041
Applicant / Website Address (<i>if applicable</i>)	usd437.net

Application details

Full District Name	Auburn-Washburn
District Number	437
Mailing Address Street Address	5928 SW 53rd St.
Mailing Address City	Topeka
Mailing Address Zip Code	66610
Authorized Representative of the District Name	Dr. Scott McWilliams
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mcwilsco@usd437.net
Authorized Representative of the District Phone Number	+1(785)3394030
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	turnekim@usd437.net
Other District Representative 2 Email Address	stiledan@usd437.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Throughout the 2020-21 school year our District has implemented three different models that followed changing community guidelines: in-person, hybrid and fully remote. Families had the option of choosing the format that met their needs. Each change required modifications to staffing, schedules, classrooms, furniture and curriculum. Students experienced up to four significant changes. Technology, planning, professional development, curriculum revision, assessment procedures, and personnel have been impacted above and beyond ESSER 1.

Preliminary screening of student achievement does not show widespread learning loss. Assessment scores are not yet finalized but initial review indicates that there are some grade levels in some schools that may have been impacted to a greater degree. Student achievement will be available as the assessment windows close.

Anecdotal observations regarding specific populations suggest some impacts. Many families of EL students chose remote learning this year. That choice has impacted the students' exposure to conversational English. Students with moderate and significant disabilities did not respond well to remote learning during the spring of 2020 so provisions were made to have those students attend in person. The achievement data for students living in the foster care system and who experience poverty will be analyzed when it is available.

Finally, the spring 2020 school closure and the 2020-21 disruptions have created increased social-emotional needs for many

students PreK - 12. The reliance on technology required in both school and home settings has also created challenges for staff, students, and families. Additional technology staff and support were needed to meet these needs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II funds will primarily be used to hire additional staff to provide direct services to students and to optimize the master schedule and free up time for classroom teachers to be able to reteach or remediate skill deficits in small flexible groups. Instructional coaching specifically in the area of reading will be added to existing resources at the middle school. Support for elementary students’ social/emotional needs will be added at four elementary schools. Case management supports will be expanded at the high school for students considered to be at-risk.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Progress monitoring systems are already in place to determine the effectiveness of interventions. Current systems will be used to track the progress of students receiving services.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[437 Auburn-Washburn ESSER... \(151 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
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[72 FR 3703, Jan. 25, 2007]

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- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

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The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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		Scott McWilliams
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Date		05/07/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
437	Auburn Washburn	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
437-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Positions are being added in three large elementary schools to support the social/emotional and behavioral needs of students as they return to school in response to increased internalizing and externalizing behaviors. These positions will also work with teachers to implement school-wide and classroom supports for students.	\$ 210,000	\$ -	\$ 210,000	\$ -	\$ -	59-1000-50131-021	Provide information on how many positions are being added; Applicant responded via email (5/19/21): 3 certified FTE positions to serve 172 staff members and 1,519 students.
437-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Positions are to be added at the high school level to increase the capacity of the REACH program, which is designed to offer additional support for 9th and 10th graders. Case management, academic planning, tutoring and monitoring, increased parent collaboration and individual goal setting are incorporated into the school day for these students. Hybrid and remote learning environments due to the pandemic have resulted in more students needing support.	\$ 105,600	\$ -	\$ 105,600	\$ -	\$ -	59-1000-50137-021	Number of positions to be added; Applicant responded via email: 2 certified FTE positions to provide additional supports for At Risk students transitioning to high school.

437-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities,	Positions to be added at the middle school will provide direct instruction in Math and Reading to students who are experiencing learning gaps as a result of disruptions due to the pandemic.	\$ 105,600	\$ -	\$ 105,600	\$ -	\$ -	59-1000-50138-021	Number of positions to be added; Applicant responded via email: 2 certified FTE to provide instructional and behavioral coaching.
437-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Positions are to be added at the elementary level to increase staffing for Art to 1.0 FTE in each elementary school. The additional staff will facilitate another rotation of elective courses for all students K-6. The result of these master schedule changes will be that there will be a time in the school day for all students to receive teacher direct instruction that either re-teaches or extends learning objectives. Flexible small groups will be available to provide strategic supports based on achievement data.	\$ 158,400	\$ -	\$ 158,400	\$ -	\$ -	59-1000-50139-021	Number of positions to be added and how it relates to COVID-19; Applicant responded via email: 3.5 additional certified art teachers (new staff). Students will receive additional instruction from their classroom teacher when additional art time is added to the schedule. Additional Clarification: Finding time in the school day for classroom content experts to provide direct remediation and enrichment to all students in targeted, small, flexible groups will be accomplished by hiring 3.5 FTE of additional staff to deliver additional humanities rotations. While some of the students in a grade level are in an art class, their classmates can be with their classroom teacher. On a rotation, this will provide equitable access to meaningful remediation/enrichment, additional engagement in appreciation of the humanities that is especially important to students in our community who might not otherwise have exposure to the arts while allowing certified teachers to provide more focused Tier 1 instruction.
437-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 98,000	\$ -	\$ 98,000	\$ -	\$ -	59-1000-50141-021	Number of positions, students and duration; Applicant responded via email: 85 certified FTE and 1,890 students. Program offered June 2 to July 1, 2021.

437-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our district transitioned grade 7-12 students from Phase 2 Hybrid to Phase 3 Onsite on March 12, 2021, for the remaining of the 2020-21 school year. In Phase 2 Hybrid, only students needing intervention attended schools on Wednesdays. In Phase 3 Onsite, all students attend every school day (including Wednesdays). With Wednesday student intervention time being removed from the calendar for middle and high school students, middle and high school teachers were compensated three hours per week at \$35.00 per hour to provide student intervention to students in need of before and/or after school hours.	\$ 231,000	\$ 231,000	\$ -	\$ -	\$ -	59-1000-50142-021	
437-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	When a teacher or support staff member provides approved, organized and structured learning opportunities to address social-emotional or academic deficiencies or needs caused or influenced by the COVID-19 environment, the employee will be paid \$35.00 per hour (average hourly rate of pay for an Auburn-Washburn certified staff member).	\$ 92,000	\$ 92,000	\$ -	\$ -	\$ -	59-1000-50143-021	Information beyond the contract time; Applicant responded via email: This is tutoring provided beyond the duty day to students experiencing learning loss due to COVID-19 for the 2020-2021 school year.
437-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 19,700	\$ -	\$ 19,700	\$ -	\$ -	59-1000-50198-021	staff and student numbers; Applicant responded via email: 9 paraprofessionals and 1,890 students. Program offered June 2 to July 1, 2021.

437-1-009-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 4,200	\$ -	\$ 4,200	\$ -	\$ -	59-2410-50120-021	
437-1-010-20210608	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	With the further adoption of technology to support students as a result of COVID-19 to make technology universally available, our district has realized an increased need for technology support. We are adding a network specialist and a computer technician. The increased number of devices supported by the district has exceeded the ability for current staff to support. Additional staff allows the district to return to pre-COVID numbers.	\$ 77,100	\$ -	\$ 77,100	\$ -	\$ -	59-2840-50152-021	
437-1-011-20210608	Eligible	Direct Allocation	Building Improvements	PURCHASED PROPER TY 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	The health office is being remodelled to add separate supervision rooms for male and female students who are ill in school. Utilization increased significantly due to COVID-19.	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ -	59-4700-50720-021	

437-1-012-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Explanations provided with salary account lines.	\$ 63,000	\$ -	\$ 63,000	\$ -	\$ -	59-1000-50213-021	
437-1-013-20210608	Eligible	Direct Allocation	Central Services	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Explanations provided with salary account lines.	\$ 12,600	\$ -	\$ 12,600	\$ -	\$ -	59-2840-50213-021	
437-1-014-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Explanations provided with salary account lines.	\$ 78,070	\$ 24,710	\$ 53,360	\$ -	\$ -	59-1000-50220-021	

437-1-015-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Explanations provided with salary account lines.	\$ 320	\$ -	\$ 320	\$ -	\$ -	59-2410-50220-021	
437-1-016-20210608	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Explanations provided with salary account lines.	\$ 5,900	\$ -	\$ 5,900	\$ -	\$ -	59-2840-50220-021	
437-1-017-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Explanations provided with salary account lines.	\$ 1,030	\$ 320	\$ 710	\$ -	\$ -	59-1000-50250-021	
437-1-018-20210608	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Explanations provided with salary account lines.	\$ 80	\$ -	\$ 80	\$ -	\$ -	59-2840-50250-021	

437-1-019-20210608	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-!2 to address potential learning loss from the 2020-2021 school year.	\$ 26,000	\$ -	\$ 26,000	\$ -	\$ -	59-2720-50185-021	Number of staff members; Applicant responded via email: 23 bus drivers running 23 summer program routes. Program offered June 2 to July 1, 2021.
437-1-020-20210608	Eligible	Direct Allocation	Student Transportation Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-!2 to address potential learning loss from the 2020-2021 school year.	\$ 1,990	\$ -	\$ 1,990	\$ -	\$ -	59-2720-20220-021	



xYKZQnWr

450 Shawnee Heights ESSER II Plan_Submission 0430

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 | Shawnee Heights

Applicant / Mailing Address

| 4401 SE Shawnee Heights Rd, Tecumseh, KS 66542

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stacey Bell

Applicant / Email Address of Owner, CEO, or Executive Director | bells@usd450.net

Applicant / Phone Number | 7853795800

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 | Shawnee Heights

District Number | 450

Mailing Address | Street Address | 4401 SE Shawnee Heights Rd

Mailing Address | City | Tecumseh

Mailing Address | Zip Code | 66542

Authorized Representative of the District | Name | Stacey Bell

Authorized Representative of the District | Position or Title | Secondary Curriculum Director

Authorized Representative of the District | Email Address | bells@usd450.net

Authorized Representative of the District | Phone Number | +17857305030

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data. When we brought all of our students back into the buildings 5 days a week, they struggled to get along with each other and were not conditioned to follow the school structure and expectations. Many students are struggling emotionally due to family members sick or struggling emotionally and financially. For our remote students, some of them did well and others really learn better in person but weren't allowed to come on campus due to health conditions or concerns.

For our high school students, there is a higher percentage of students that will need some credit recovery over the next couple of years to get back on track to graduate. Close monitoring of their progress will be required.

Students with disabilities also really struggled over all. Our staff did the best they could to continue services and we will need to offer after school tutoring during 2021-2022 to help them gain momentum on making progress towards their goals.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will finish using up our ESSER I funds with the April and May payroll. We will end up with about \$1000 left in ESSER I SPED that will be used to pay SPED teachers to work with students for the last month of school.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, 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.

Currently, we will use some of our ESSER II funding to reimburse the district for some payroll expenses we incurred during the FY 21. We will also need some of that funding to finish off paying positions we hired during the 20-21 school year. Then we will fund our K-12 Summer Learning Opportunities for the 2021 summer. This is will be an expanded opportunity compared to offerings our district has offered in the past.

For next year, we will be adding 4 Interventionists to our elementary buildings to help work with students that are struggling. We will be adding 2 classroom teachers (3rd grade) to follow the current 2nd graders that are struggling with reading. This will allow us to reduce class sizes in those grades to provide more targeted instruction for those students. We will add 1 classroom teacher at the high school to help with credit recovery. Then to help with working with the increased needs of students with social-emotional concerns, we are going to hire 2 dean of students for our elementary schools. For these new classrooms, we will need to adapt current spaces to make them classrooms this summer as well as purchase new curriculum materials for these classrooms. These new staff positions will also need technology that our other staff have access to.

Lastly, we will monitor our data closely to see what other curriculum resources will need to put in place to help bridge the gap.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We have purchased FastBridge and will test students 3 times a year in reading and math to monitor growth. We will also be using that assessment for our summer learning to look at the impact each program has on student learning.


In addition, we will give the SAEBERS assessment (through FastBridge) to help monitor Social-Emotional growth of students.

For high school, we will also do frequent transcript analysis to make sure that students and families are aware of status and are making plans to catch back up in order to ensure success in having enough credits to graduate.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


XLSX

[450_Shawnee Heights_ESSER... \(156 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stacey Bell

Date | 04/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
450	Shawnee Heights	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
450-1-001-20210608	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Curriculum Materials for newly added classrooms - 4 interventionists and 3 classroom teachers to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 95,755	\$ -	\$ 95,755	\$ -	\$ -	40550	Per narrative, Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data.
450-1-002-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hot Spot service for students who were hybrid/remote for the 20-21 SY. Due to the pandemic, we now know which students that don't have reliable internet access and will help those students/families with access to hotspots for the 21-22 SY.	\$ 42,297	\$ 7,197	\$ 35,100	\$ -	\$ -	40554	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
450-1-003-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To address learning loss, we are adding additional staff to help reduce class size in most affected grade levels and buildings. They will need teacher laptops that we do not have currently.	\$ 9,711	\$ 9,711	\$ -	\$ -	\$ -	40554	

450-1-004-20210608	Eligible	Direct Allocation	Educational Specifications Development	Other Buildings	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus	In order to add additional classes to reduce class size, we will have to convert spaces into classrooms. This funding will go towards cabinetry, desks, chairs, etc. to make the space a classroom.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	40558	
450-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 150,777	\$ 81,420	\$ 69,357	\$ -	\$ -	40552	Per applicant, We are calling our Summer School, "Summer Learning Opportunities". We have invited 504 students K-8 to participate in learning in 4 different models based on data showing that the pandemic impacting their normal growth patterns. (In-person, remote, individual/small group tutoring, and Invention Project.) Elementary will have 3 hours in-person or remote for 18 school days or 30 hours of tutoring throughout the summer. Middle school will have 3 hours in-person or remote for 18 school days or 30 hours of tutoring throughout the summer. They will also offer 3 hours in the after of Invention Project (STEM activities) for 18 school days. For in-person classes, students will rotate around to do math, ELA, and SEL activities. A total of 42 certified staff members are signed up to serve in some capacity this summer.

450-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 571,051	\$ 5,918	\$ 565,132	\$ -	\$ -	40552	Per narrative, Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data. When we brought all of our students back into the buildings 5 days a week, they struggled to get along with each other and were not conditioned to follow the school structure and expectations. Many students are struggling emotionally due to family members sick or struggling emotionally and financially. For our high school students, there is a higher percentage of students that will need some credit recovery over the next couple of years to get back on track to graduate.
450-1-007-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 40,508	\$ -	\$ 40,508	\$ -	\$ -	40552	
450-1-008-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 9,348	\$ 5,048	\$ 4,300	\$ -	\$ -	40552	

450-1-009-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 35,405	\$ 367	\$ 35,038	\$ -	\$ -	40552	
450-1-010-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 2,186	\$ 1,181	\$ 1,006	\$ -	\$ -	40552	
450-1-011-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 8,280	\$ 86	\$ 8,194	\$ -	\$ -	40552	
450-1-012-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 151	\$ 81	\$ 69	\$ -	\$ -	40552	

450-1-013-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 571	\$ 6	\$ 565	\$ -	\$ -	40552	
450-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 39,014	\$ 7,543	\$ 31,470	\$ -	\$ -	40553	Per applicant, We are hiring 18 teacher aides (classified staff) to help with each of the in-person classes. Our in-person class sizes are capped at 20 students so the teacher aide in each room will help facilitate small group activities as well as help assist students with disabilities as needed in order to provide targeted instruction based on spring data.
450-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 111,296	\$ 27,897	\$ 83,399	\$ -	\$ -	40553	See previous row for description.
450-1-016-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 21,520	\$ 844	\$ 20,676	\$ -	\$ -	40553	

450-1-017-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 2,419	\$ 468	\$ 1,951	\$ -	\$ -	40553	
450-1-018-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 6,954	\$ 1,770	\$ 5,184	\$ -	\$ -	40553	
450-1-019-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 566	\$ 109	\$ 456	\$ -	\$ -	40553	
450-1-020-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 1,626	\$ 414	\$ 1,212	\$ -	\$ -	40553	
450-1-021-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 39	\$ 8	\$ 31	\$ -	\$ -	40553	

450-1-022-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 114	\$ 30	\$ 84	\$ -	\$ -	40553	
450-1-023-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 20,295	\$ 20,295	\$ -	\$ -	\$ -	40555	
450-1-024-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 633	\$ 633	\$ -	\$ -	\$ -	40555	
450-1-025-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 1,258	\$ 1,258	\$ -	\$ -	\$ -	40555	

450-1-026-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 294	\$ 294	\$ -	\$ -	\$ -	40555	
450-1-027-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 20	\$ 20	\$ -	\$ -	\$ -	40555	
450-1-028-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 19,570	\$ 14,677	\$ 4,892	\$ -	\$ -	40556	
450-1-029-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA	Group Insurance - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 844	\$ 633	\$ 211	\$ -	\$ -	40556	

450-1-030-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 1,139	\$ 854	\$ 285	\$ -	\$ -	40556	
450-1-031-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 266	\$ 200	\$ 67	\$ -	\$ -	40556	
450-1-032-20210608	Eligible	Direct Allocation	Maintenance of Buildings	On-Behalf Payments	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	KPERS On-Behalf Payment- FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 182	\$ 136	\$ 45	\$ -	\$ -	40556	
450-1-033-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 20	\$ 15	\$ 5	\$ -	\$ -	40556	



ayANbdJa

453_Leavenworth_ESSER II Plan_0514

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 | Leavenworth USD 453

Applicant / Mailing Address

| PO Box 969
| Leavenworth, KS 66048

Applicant / First and Last Name of Owner, CEO, or Executive Director | Beth Mattox

Applicant / Email Address of Owner, CEO, or Executive Director | beth.mattox@lvpioneers.org

Applicant / Phone Number | 9136841400

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) | 486034016

Applicant / Website Address (if applicable) | www.usd453.org

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

|



PDF

[USD 453 FORM W9.pdf \(68 KiB download\)](#)

Application details

Full District Name	Leavenworth
District Number	453
Mailing Address Street Address	200 N 4th Street
Mailing Address City	Leavenworth
Mailing Address Zip Code	66048
Authorized Representative of the District Name	Beth Mattox
Authorized Representative of the District Position or Title	Chief Financial Officer
Authorized Representative of the District Email Address	beth.mattox@lvpioneers.org
Authorized Representative of the District Phone Number	+19136841400
Would you like to add additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID-19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).

As well, the emotional impact was measured with the implementation of SAEBRS Social-Emotional screening during the 2020-21 school year. According to the SAEBRS teacher rating scale, 22.7% of students scored in the 'some risk' category. Of these students, the greatest concern was in the emotional area with the lowest level of concern being in the academic area of the assessment. According to the MySAEBRS student rating scale, 39.8% of students scored in the 'some risk' category.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Purchasing survey tool to use with staff, students, families, that aids in developing, implementing, and adjusting procedures and systems to improve our preparedness and response efforts per the recommended COVID related safety guidelines.

Purchasing communication equipment to implement necessary procedures and systems to improve our preparedness and response efforts.

Purchasing educational technology software that aids in regular and substantive educational interaction between students and their classroom teachers.

Installing contactless water bottle filler stations to reduce the risk of virus transmission.

Payment of salaries to substitute teachers necessary due to staff members being quarantined.

Payment of salaries to staff working the additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations during the 2020-2021 school year.

ESSER I SPED we plan to provide professional development to para educators addressing student learning loss, student behaviors, and social and emotional needs in response to COVID.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.

- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are taking a STEM summer camp approach for our grades K-8 and a college schedule for earning credits for our 9-12 students. The goals for this program is to stop or greatly decrease the impact of summer slide, help our remote students adjust to in person instruction again, and allow opportunities for hands-on and social interactions that were limited this year. The day is structured to provide students with whole group inquiry based learning and then small group instruction that is targeted to address an individual's missing skills. We will provide student transportation services.

Hire 6 elementary teachers, 1 early education interventionist, and 1 MTSS Specialist to accurately assess students' academic progress and provide differentiated classroom instruction to meet students' academic needs.

Hire 1 Extended Learning Program Director to manage all activities related to planning, implementing and monitoring summer learning and supplemental after school programs.

Hire 5 social workers or counselors to provide information and connect families to community resources and manage chronic student absenteeism.

Payment of salaries to 260 teachers working the additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations during the 2020-2021 school year.

Replace boiler for better control of humidity inside school facility.

Upgrade HVAC control system for better outside air circulation.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of its ESSER dollars by comparing the 2021 Fall BAS scores for our K-6 students as compared to the 2020 data to determine if the learning loss was as great. Our high school will track credits completed to monitor if we are increasing the number of students on track to graduate with their peers.

Our district is transitioning our diagnostic screener from iReady to Fast Bridge this August. We anticipate a decrease in

chronic student absenteeism rate.

We will create and implement intervention resources and lessons based on SAEBRS identified areas of need and anticipate a decrease in percentage of students in some risk category of SAEBRS.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[453_Leavenworth_ESSER II...\(156 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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	Beth Mattox
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Date	05/14/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
453	Leavenworth	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
453-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 50 employees	\$ 387,855	\$ -	\$ 387,855	\$ -	\$ -	24-1000-0128-00-0000	Per applicant, June 7 - July 30, 2021, Monday-Friday, 8:00 am - 2:30 pm, approximately 250 K-12 students. Enrichment Activities: Field Trips, Outdoor Challenges, Robotics Coding, Obstacle Courses, Culinary Challenges, Service Learning, Fine Arts, Team Challenges, Guest Speakers. Summer Camp Student Schedule: 8:00-8:30 am Arrival and Breakfast 8:30-8:45 am Soft Start Transition 8:45 - 12:15 pm Whole Group Lesson/Math Small Group/PBL Lab Builds/Reading Small Group/Enrichment Activity 12:15-12:45 pm Lunch 12:45-2:30 pm Whole Group Lesson/Math Small Group/Reading Small Group/Enrichment Activity 2:30-2:45 pm Dismissal
453-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 40 employees	\$ 124,700	\$ -	\$ 124,700	\$ -	\$ -	24-1000-0123-00-0000	See previous row for description.
453-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment	Payment of social security tax for employees working Summer Camp	\$ 51,255	\$ -	\$ 51,255	\$ -	\$ -	24-1000-0220-00-0000	

453-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	6 elementary teachers x \$45,000 for 1st & 2nd grade to address literacy learning loss, 1 Early Education Interventionist x \$45,000 for early education to improve phonics and vocabulary skills, provide differentiated instruction to meet students' academic needs	\$ 451,000	\$ -	\$ 451,000	\$ -	\$ -	24-1000-0115-00-0000	
453-1-005-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 7 employees	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment of salaries to staff working additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations 260 teachers x 8 hours x 13 months x \$30 per hour	\$ 811,200	\$ 811,200	\$ -	\$ -	\$ -	24-1000-0115-00-0000	Per applicant: the request is for reimbursement of funds expended. Please consider our staff efforts addressing learning loss among students. As a whole, certified staff and administrators, in addition to support staff, worked diligently as a district resource to develop, implement, and sustain learning when traditional in-person classroom delivery was not possible. This particular expense did not occur through a purchase to a third party or curriculum and assessment vendor, but utilizing the above-and-beyond efforts available at each of our school sites. The nature of this work to minimize and address learning loss included: 1)Efforts to learn, utilize, and connect students and families to educational delivery models that had not been previously leveraged or relied upon to the magnitude that was required via distance education, or remote learning situations, including Zoom, SeeSaw, Google Classroom, etc. Significant time outside of the hours of the normal duty day was spent by staff to adapt physical curriculum and textbook resources to adapt to a variety of online modalities. This required one-one-one communications with student households on a regular basis, specifically for those of low-income students and/or technology and educational barriers that could result in additional learning loss without an advocate in the home to lead and sustain student learning and engagement. 2)Additional communication and outreach was required on a weekly basis to track student attendance and follow-up with students on missed class periods or to provide assistance and technical support with upload and digital sharing of completed course work. Home contact occurred frequently outside of the hours of the normal duty day. 3)Research, planning and facilitation of new and dynamic ways to connect with families outside of daily class work, to provide uninterrupted support from school to home and ensure that students were receiving social-emotional support. 4)The whole of these efforts were greater than pre-pandemic assigned roles and responsibilities and traditional teaching and learning structures, and required staff working additional hours above normal duty day and coordination when in-person collaboration amongst individuals, departments, schools, and district administration, was limited and/or not possible. Learning loss would have been greater from March 2020 thru May 2021 had it not been for the willingness and shared responsibility of Kansas

453-1-007-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ	Payment of social security tax for staff working additional hours above normal duty day required to plan, prepare, and deliver educational services	\$ 64,900	\$ 64,900	\$ -	\$ -	\$ -	24-1000-0220-00-0000	See previous row for description.
453-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 MTSS Reading & Math Specialist K-12 to provide Tier 2 & Tier 3 interventions based on assessments of learning loss	\$ 68,000	\$ -	\$ 68,000	\$ -	\$ -	24-1000-0115-00-0000	
453-1-009-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 1 employee	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Extended Learning Program Director to manage planning, implementing and monitoring summer learning and supplemental after school programs	\$ 68,000	\$ -	\$ 68,000	\$ -	\$ -	24-1000-0115-00-0000	
453-1-011-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Payment of employee benefits, social security tax for 1 employee	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-012-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Payment of salaries to staff working supplemental after school programs, small group instruction targeted to address learning loss	\$ 92,000	\$ -	\$ 92,000	\$ -	\$ -	24-1000-0123-00-0000	

453-1-013-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Payment of social security tax for staff working supplemental after school programs	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-014-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	5 social workers or counselors x \$55,000 to provide information and connect families to community resources and manage chronic student absenteeism	\$ 275,000	\$ -	\$ 275,000	\$ -	\$ -	24-2100-0115-00-0000	Per narrative, "With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments...."
453-1-015-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment of employee benefits, social security tax for 5 employees	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	24-2100-0220-00-0000	
453-1-016-20210608	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency	11A. Planning and implementing summer learning or enrichment	Payment of student transportation to summer learning program	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	24-2700-0513-00-0000	

453-1-017-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress, to strategically support staff and students using technology more for education, to strategically plan for additional technology platforms and products to address learning loss	\$ 72,000	\$ -	\$ 72,000	\$ -	\$ -	24-2100-0126-00-0000	Request added per applicant's direction.
453-1-018-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 ESSER Student Database Applications technician to track chronic student absenteeism, track student academic progress to assist teachers in meeting students' academic needs	\$ 52,000	\$ -	\$ 52,000	\$ -	\$ -	24-2100-0123-00-0000	Request added per applicant's direction. Per narrative, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).
453-1-019-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 2 employees	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	24-2100-0220-00-0000	Request added per applicant's direction.

453-1-020-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	8 middle and high school teachers x \$55,000 for math, english language arts, foreign language, business, credit recovery and english learners to address and target learning loss in subject areas in which middle and high school students have fallen behind	\$ 440,000	\$ -	\$ 440,000	\$ -	\$ -	24-1000-0115-00-0000	Request added per applicant's direction.
453-1-021-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 8 employees	\$ 92,000	\$ -	\$ 92,000	\$ -	\$ -	24-1000-0220-00-0000	Request added per applicant's direction.



DKQMNqGY

464_Tonganoxie_ESSER II Plan_0325

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 | Tonganoxie USD 464

Applicant / Mailing Address

| 330 E. HWY 24-40
| Tonganoxie, KS 66086

Applicant / First and Last Name of Owner, CEO, or Executive Director | Tonya Phillips

Applicant / Email Address of Owner, CEO, or Executive Director | tphillips@tong464.org

Applicant / Phone Number | 9134161400

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) | 48-0698760

Applicant / Website Address (if applicable) | www.tong464.org

Applicant / Mission Statement (if applicable)

The Mission of Tonganoxie Public Schools is to provide each student with a positive and personalized educational experience which empowers them to achieve high levels of success in all endeavors, make responsible choices, and become positive contributors to society.

Application details

Full District Name | Tonganoxie Unified School District

District Number | 464

Mailing Address | Street Address | 330 E. HWY 24-40

Mailing Address | City | Tonganoxie

Mailing Address | Zip Code | 66086

Authorized Representative of the District | Name | Tonya Phillips

Authorized Representative of the District | Position or Title | Assistant Superintendent

Authorized Representative of the District | Email Address | tphillips@tong464.org

Authorized Representative of the District | Phone Number | +19134161400

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | lwilson@tong464.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Spring 2020 took the world by surprise, and Tonganoxie USD 464 was no different. We “survived” the spring semester and immediately began planning for the 20-21 school year. The community, as a whole, supported offering in person and remote learning. In person learning focused on unfinished learning from the spring, as well as prioritizing instructional content for each grade level. Remote learning also focused on these aspects, but also had an intentional focus on engagement and connections. Social emotional needs were also a major focus, as we know many of our students, even those who has never shown signs of struggle, were coming back to us with social emotional needs we had never encountered.

Using MAP data, we analyzed our students’ academic needs and bolstered our tiered interventions. Our data showed what we expected, that while some students improved marginally in reading and math, many were showing no growth or a decline. Improving core instruction also became a focus.

We identified Panorama as our social emotional screener, and gave the student survey in late Fall 2020. During this time, our county COVID numbers dictated that we go all remote between Thanksgiving and Christmas, so it was tough to get the

Panorama survey completed remotely. Finally, we completed the survey, and the data showed that while our students had strong relationships with the adults at school, they were lacking in grit and self-efficacy.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, 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.

<p>Tonganoxie USD 464 plans to use its ESSER II funds in several ways. Personnel will be added to address specific issues. A counselor will be added to help address increased mental health/social emotional needs. Two ESOL aides will be added to address equity and inclusion for ESOL students. We also plan to hire one full time permanent substitute teacher for each building to address unfilled absences. If there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.</p> <p>ESSER II funds will also be used for providing summer school for students in grades K-12 for both intervention and credit recovery. Funds will pay for teachers, paras, intervention materials, and transportation.</p> <p>To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.</p>

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

<p>Impact will be measured using MAP data, dyslexia screeners and progress monitors, Panorama social emotional screener, ASQ, graduation rates, state assessment data, and ACT scores.</p>
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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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.

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XLSX

[464 Tonganoxie ESSERIPla... \(155 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et

seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature		Lori Wilson
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Date		05/21/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
464	Tonganoxie	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
464-1-001-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Panorama Social Emotional Screener- used to identify social emotional issues due to COVID and monitor progress. Also has Playbook (curriculum) teachers will use to address SEL issues.	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-002-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity- Online curriculum that will provide courses for credit recovery, test prep, and intervention for students struggling academically as a result of COVID.	\$ 33,000	\$ -	\$ 33,000	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Counselor 1/2 TES 1/2 TMS- Additional counselor will serve at the elementary and middle schools to help address increased social emotional and mental health issues due to COVID.	\$ 43,800	\$ -	\$ 43,800	\$ -	\$ -	73 E 1000 110 0001 000	
464-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English	ESOL Aides- Additional ESOL aides to address equity and inclusion issues for ESL students due to COVID.	\$ 29,500	\$ -	\$ 29,500	\$ -	\$ -	73 E 1000 120 0001 000	

464-1-005-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	3 Full Time Substitutes (1 per building)- Additional licensed substitutes in each building to address unfilled absences due to COVID.	\$ 92,588	\$ -	\$ 92,588	\$ -	\$ -	73 E 1000 112 0005 000	Per narrative, If there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.
464-1-006-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social /Emotional Curriculum - Second Step Social Emotional Curriculum to address additional social emotional and mental health issues due to COVID.	\$ 9,077	\$ -	\$ 9,077	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-007-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Writing Curriculum- Writing intervention curriculum to address deficiencies due to COVID.	\$ 25,096	\$ -	\$ 25,096	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-008-20210608	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Kitchen Staff- will provide meals during summer school to support our most at risk students and families.	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	73 E 3120 120 0001 000	

464-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers TES- Teachers to teach students who need the most intensive remediation and intervention.	\$ 26,657	\$ -	\$ 26,657	\$ -	\$ -	73 E 1000 110 0001 000	Per applicant, Tonganoxie USD 464 will host summer school at all building levels to address the loss of learning due to COVID. MAP data, state assessment data, and local data was used to identify students. Eighty-five (85) students in grades K-5 will attend the summer program that will be staffed by 19 staff members. Fifty-two (52) middle school students will attend for learning loss and credit recovery that will be staffed by 7 staff members. The high school will have 35 students for learning loss and credit recovery that will be staffed by 5 staff members. Elementary will attend June 1-24, 8:30am-11:30am, and will include reading, math, and social emotional interventions, free breakfast and lunch, and free transportation. Middle and High school will attend June 17, 8:30am-11:30am, and will include reading, math, science, and social emotional interventions and credit recovery, free breakfast and lunch, and free transportation. We are employing teachers, paraeducators, counselors, student nutrition, and bus drivers.
464-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers TMS - Teachers to teach students who need the most intensive remediation and intervention.	\$ 10,085	\$ -	\$ 10,085	\$ -	\$ -	73 E 1000 110 0002 000	See line 464-1-009-20210608 for more information.
464-1-011-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers THS- Teachers to teach students who need the most intensive remediation and intervention and credit recovery.	\$ 5,605	\$ -	\$ 5,605	\$ -	\$ -	73 E 1000 110 0003 000	See line 464-1-009-20210608 for more information.

464-1-012-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Band Instruments- additional large band instruments so students do not have to share instruments, reducing COVID risk.	\$ 31,552	\$ -	\$ 31,552	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-013-20210608	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Bus Drivers Salaries- Bus drivers to transport the students who need the most intensive remediation and intervention.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	73 E 2700 120 0005 000	
464-1-014-20210608	Eligible	Direct Allocation	Improvement of Instruction Services	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	PD for Dyslexia Intervention & Journeys- professional development for dyslexia, structured literacy, and reading.	\$ 1,900	\$ -	\$ 1,900	\$ -	\$ -	73 E 2210 321 0005 000	Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.

464-1-015-20210608	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additonal PD - Covid related- social emotional interventions, and reading and math interventions.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	73 E 2210 110 0005 000	
464-1-016-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks for 1 to 1 Program- Ensure every student has access to technology, regardless if they are in school , remote, or virtual learning.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	73 E 1000 610 0005 000	Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. (emphasis added) Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
464-1-017-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to	HVAC upgrades/repairs- Upgrades and repair of HVAC to improve air quality.	\$ 39,001	\$ -	\$ 39,001	\$ -	\$ -	73 E 2600 300 0005 000	Allowable if CDC guidelines are met.
464-1-018-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Social Worker 1/2 TMS 1/2 THS to help identify needed student services and emotional health due to COVID	\$ 43,400	\$ -	\$ 43,400	\$ -	\$ -	73 E 1000 110 0002 000	
464-1-019-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Counselor at High School to help address increased social emotional and mental health issues due to COVID	\$ 51,760	\$ -	\$ 51,760	\$ -	\$ -	73 E 1000 110 0003 000	

464-1-020-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or	TES Secretary during Summer School	\$ 955	\$ -	\$ 955	\$ -	\$ -	73 E 1000 120 0001 000	
464-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	TMS Secretary during Summer School	\$ 475	\$ -	\$ 475	\$ -	\$ -	73 E 1000 120 0002	



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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 480

Applicant / Mailing Address

| PO Box 949
| Liberal, KS 67905

Applicant / First and Last Name of Owner, CEO, or Executive Director | Todd Carter

Applicant / Email Address of Owner, CEO, or Executive Director | essr480@usd480.net

Applicant / Phone Number | 620-604-1010

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 | Liberal USD 480

District Number | 480

Mailing Address | Street Address | PO Box 949

Mailing Address City	Liberal
Mailing Address Zip Code	67905
Authorized Representative of the District Name	Dr. Todd Carter
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	todd.carter@usd480.net
Authorized Representative of the District Phone Number	+16206041010
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jerry.clay@usd480.net
Other District Representative 2 Email Address	lana.evans@usd480.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The 20-21 school year data for elementary shows the percentage of Tier 3 students ranges from 30-40% of the total student population. Intervention data for middle schools shows some improvement, however, we are not experiencing projected gains in our MAP scores. High school truancy doubled and the number of F grades at the middle school and high school tripled this year. Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, 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.

ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and

children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

MAP Growth is used for academic universal screening and progress monitoring . Other assessment tools and interventions such as Istation, Iready, Lexia, and Reflex Math are used for additional diagnostics and monitoring. The high school will use the TABE Locator as a screener and the full TABE for Tier 3 intervention planning. Personalized learning plans for each student are adjusted on a weekly or biweekly basis. Social-emotional learning data is tracked through student surveys and curriculum assessments. We also track our social worker and counselor contacts with students. Attendance, grades, behavior, parent contacts, and parent engagement are additional measures.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

ESSERII-Application-480#1... (165 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4)| 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683)| 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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 | Dr. Todd Carter

Date | 05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
480	Liberal	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
480-1-001-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementin g summer learning or enrichment programs	61 staff - 20 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 176,964	\$ 132,061	\$ 44,903	\$ -	\$ -	46-02-1000-1110-00	Per applicant: Elementary: 125 staff, 600 students in a June and July session. Students will be provided direct instruction on standards and skills needed in reading, math and writing. Staff will utilize student personalized data to determine instructional needs of each student. We will continue to provide services throughout the summer for students who exhibit social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Instructional supplies include hands on manipulatives to present skills in a fun, creative and visually stimulating context and materials needed to support project-based learning and problem solving techniques. Middle School: 70 staff, 400 students in a June session. Students who performed in level I and II on the Kansas Assessments will be provided additional instruction on indicators they have not mastered. We will continue to provide services throughout the summer for students who exhibit social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Instructional supplies include hands on manipulatives to present skills in a fun, creative and visually stimulating context and materials needed to support project based learning and problem solving techniques. High School: 75 staff, 400 students June and July. Students not meeting essential outcomes in each of the academic departments or are not on track to graduate will be provided targeted instruction. We will continue to provide services throughout the summer for students with social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Student organizations and activities will continue throughout the summer, providing academic, social-emotional, and civic engagement opportunities outside of the formal classroom. Instructional supplies include materials needed to support project-based learning activities.
480-1-002-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementin g summer learning or enrichment programs	4 Staff - 18 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	46-02-1000-1212-00	See line-item 480-1-001 for description.

480-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 10,516	\$ 10,516	\$ -	\$ -	\$ -	46-02-1000-2200-00	
480-1-004-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 206	\$ 206	\$ -	\$ -	\$ -	46-02-1000-2500-00	
480-1-005-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-02-1000-6190-49	
480-1-006-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2 Staff - 30 days Coordinators for Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 17,514	\$ 17,514	\$ -	\$ -	\$ -	46-02-2400-1110-00	See line-item 480-1-001 for description.

480-1-007-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	46-02-2400-1211-00	See line-item 480-1-001 for description.
480-1-008-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,493	\$ 1,493	\$ -	\$ -	\$ -	46-02-2400-2200-00	
480-1-009-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 29	\$ 29	\$ -	\$ -	\$ -	46-02-2400-2500-00	
480-1-010-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days - Custodial staff for summer learning and enrichment	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	46-02-2600-1213-00	

480-1-011-20210608	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	2 Staff June 16 days - Custodial staff for summer learning and enrichment	\$ 122	\$ 122	\$ -	\$ -	\$ -	46-02-2600-2200-00	
480-1-012-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days - Custodial staff for summer learning and enrichment	\$ 2	\$ 2	\$ -	\$ -	\$ -	46-02-2600-2500-00	
480-1-013-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-02-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-014-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 750	\$ 750	\$ -	\$ -	\$ -	46-02-2600-6180-00	
480-1-015-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-02-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-016-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	46-02-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-017-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	12 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	46-03-1000-1110-00	See line-item 480-1-001 for description.
480-1-018-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	9 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 11,475	\$ 11,475	\$ -	\$ -	\$ -	46-03-1000-1212-00	See line-item 480-1-001 for description.
480-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 3,938	\$ 3,938	\$ -	\$ -	\$ -	46-03-1000-2200-00	

480-1-020-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 77	\$ 77	\$ -	\$ -	\$ -	46-03-1000-2500-00	
480-1-021-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-03-1000-6190-49	
480-1-022-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff - June 16 days Coordinator for summer learning and enrichment	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	46-03-2400-1110-00	See line-item 480-1-001 for description.
480-1-023-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,320	\$ 1,320	\$ -	\$ -	\$ -	46-03-2400-1211-00	See line-item 480-1-001 for description.
480-1-024-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 407	\$ 407	\$ -	\$ -	\$ -	46-03-2400-2200-00	

480-1-025-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 8	\$ 8	\$ -	\$ -	\$ -	46-03-2400-2500-00	
480-1-026-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	46-03-2600-1213-00	See line-item 480-1-001 for description.
480-1-027-20210608	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	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 122	\$ 122	\$ -	\$ -	\$ -	46-03-2600-2200-00	
480-1-028-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2	\$ 2	\$ -	\$ -	\$ -	46-03-2600-2500-00	

480-1-029-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-03-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-030-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 750	\$ 750	\$ -	\$ -	\$ -	46-03-2600-6180-00	
480-1-031-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-03-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-032-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	46-03-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-033-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	16 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 51,134	\$ 51,134	\$ -	\$ -	\$ -	46-04-1000-1110-00	See line-item 480-1-001 for description.

480-1-034-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	17 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 20,563	\$ 20,563	\$ -	\$ -	\$ -	46-04-1000-1212-00	See line-item 480-1-001 for description.
480-1-035-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 5,485	\$ 5,485	\$ -	\$ -	\$ -	46-04-1000-2200-00	
480-1-036-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 108	\$ 108	\$ -	\$ -	\$ -	46-04-1000-2500-00	
480-1-037-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-04-1000-6190-49	

480-1-038-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,800	\$ 2,800	\$ -	\$ -	\$ -	46-04-2400-1110-00	See line-item 480-1-001 for description.
480-1-039-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	46-04-2400-1211-00	See line-item 480-1-001 for description.
480-1-040-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 329	\$ 329	\$ -	\$ -	\$ -	46-04-2400-2200-00	
480-1-041-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6	\$ 6	\$ -	\$ -	\$ -	46-04-2400-2500-00	

480-1-042-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	46-04-2600-1213-00	See line-item 480-1-001 for description.
480-1-043-20210608	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	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 122	\$ 122	\$ -	\$ -	\$ -	46-04-2600-2200-00	See line-item 480-1-001 for description.
480-1-044-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2	\$ 2	\$ -	\$ -	\$ -	46-04-2600-2500-00	
480-1-045-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-04-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-046-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 750	\$ 750	\$ -	\$ -	\$ -	46-04-2600-6180-00	

480-1-047-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-04-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-048-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	46-04-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-049-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 7 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 36,000	\$ 19,000	\$ 17,000	\$ -	\$ -	46-07-1000-1110-00	See line-item 480-1-001 for description.
480-1-050-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June- 9 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 17,000	\$ 9,000	\$ 8,000	\$ -	\$ -	46-07-1000-1212-00	See line-item 480-1-001 for description.

480-1-051-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,055	\$ 2,142	\$ 1,913	\$ -	\$ -	46-07-1000-2200-00	
480-1-052-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 80	\$ 42	\$ 38	\$ -	\$ -	46-07-1000-2500-00	
480-1-053-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-07-1000-6190-49	
480-1-054-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 8,500	\$ 4,250	\$ 4,250	\$ -	\$ -	46-07-2400-1110-00	See line-item 480-1-001 for description.

480-1-055-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-07-2400-1211-00	See line-item 480-1-001 for description.
480-1-056-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 803	\$ 402	\$ 402	\$ -	\$ -	46-07-2400-2200-00	
480-1-057-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 16	\$ 8	\$ 8	\$ -	\$ -	46-07-2400-2500-00	
480-1-058-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-07-2600-1213-00	See line-item 480-1-001 for description.

480-1-059-20210608	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	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-07-2600-2200-00	
480-1-060-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-07-2600-2500-00	
480-1-061-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-062-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-6180-00	
480-1-063-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-064-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-07-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-065-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June 7 staff, 12 days and July 5 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 30,000	\$ 18,000	\$ 12,000	\$ -	\$ -	46-08-1000-1110-00	See line-item 480-1-001 for description.
480-1-066-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June 5 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12,000	\$ 5,000	\$ 7,000	\$ -	\$ -	46-08-1000-1212-00	See line-item 480-1-001 for description.
480-1-067-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,213	\$ 1,760	\$ 1,454	\$ -	\$ -	46-08-1000-2200-00	

480-1-068-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 63	\$ 35	\$ 29	\$ -	\$ -	46-08-1000-2500-00	
480-1-069-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-08-1000-6190-49	
480-1-070-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,600	\$ 3,300	\$ 3,300	\$ -	\$ -	46-08-2400-1110-00	See line-item 480-1-001 for description.
480-1-071-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,100	\$ 1,000	\$ 1,100	\$ -	\$ -	46-08-2400-1211-00	See line-item 480-1-001 for description.

480-1-072-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 666	\$ 329	\$ 337	\$ -	\$ -	46-08-2400-2200-00	
480-1-073-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 13	\$ 6	\$ 7	\$ -	\$ -	46-08-2400-2500-00	
480-1-074-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-08-2600-1213-00	See line-item 480-1-001 for description.
480-1-075-20210608	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	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-08-2600-2200-00	

480-1-076-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-08-2600-2500-00	
480-1-077-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-078-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-6180-00	
480-1-079-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-080-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-08-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-081-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 7 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 36,000	\$ 18,000	\$ 18,000	\$ -	\$ -	46-11-1000-1110-00	See line-item 480-1-001 for description.
480-1-082-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 16,000	\$ 8,000	\$ 8,000	\$ -	\$ -	46-11-1000-1212-00	See line-item 480-1-001 for description.
480-1-083-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,754	\$ 1,377	\$ 1,377	\$ -	\$ -	46-11-1000-2200-00	
480-1-084-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 24	\$ 12	\$ 12	\$ -	\$ -	46-11-1000-2500-00	

480-1-085-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-11-1000-6190-49	
480-1-086-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	46-11-2400-1110-00	See line-item 480-1-001 for description.
480-1-087-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-11-2400-1211-00	See line-item 480-1-001 for description.
480-1-088-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 612	\$ 306	\$ 306	\$ -	\$ -	46-11-2400-2200-00	

480-1-089-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12	\$ 6	\$ 6	\$ -	\$ -	46-11-2400-2500-00	
480-1-090-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-11-2600-1213-00	See line-item 480-1-001 for description.
480-1-091-20210608	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	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-11-2600-2200-00	
480-1-092-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-11-2600-2500-00	

480-1-093-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-094-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-6180-00	
480-1-095-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-096-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-11-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-097-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing	\$ 36,000	\$ 20,000	\$ 16,000	\$ -	\$ -	46-27-1000-1110-00	See line-item 480-1-001 for description.

480-1-098-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 6 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing	\$ 13,000	\$ 6,000	\$ 7,000	\$ -	\$ -	46-27-1000-1212-00	See line-item 480-1-001 for description.
480-1-099-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,749	\$ 1,989	\$ 1,760	\$ -	\$ -	46-27-1000-2200-00	See line-item 480-1-001 for description.
480-1-100-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 60	\$ 33	\$ 27	\$ -	\$ -	46-27-1000-2500-00	
480-1-101-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-27-1000-6190-49	

480-1-102-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	46-27-2400-1110-00	See line-item 480-1-001 for description.
480-1-103-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-27-2400-1211-00	See line-item 480-1-001 for description.
480-1-104-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 612	\$ 306	\$ 306	\$ -	\$ -	46-27-2400-2200-00	
480-1-105-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12	\$ 6	\$ 6	\$ -	\$ -	46-27-2400-2500-00	

480-1-106-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-27-2600-1213-00	See line-item 480-1-001 for description.
480-1-107-20210608	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	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-27-2600-2200-00	
480-1-108-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-27-2600-2500-00	
480-1-109-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-110-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-6180-00	

480-1-111-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-112-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-27-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-113-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff - 12 days, July - 5 staff - 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 35,000	\$ 21,000	\$ 14,000	\$ -	\$ -	46-28-1000-1110-00	See line-item 480-1-001 for description.
480-1-114-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14,000	\$ 8,000	\$ 6,000	\$ -	\$ -	46-28-1000-1212-00	See line-item 480-1-001 for description.

480-1-115-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,749	\$ 2,219	\$ 1,530	\$ -	\$ -	46-28-1000-2200-00	
480-1-116-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 74	\$ 44	\$ 30	\$ -	\$ -	46-28-1000-2500-00	
480-1-117-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-28-1000-6190-49	
480-1-118-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	46-28-2400-1110-00	See line-item 480-1-001 for description.

480-1-119-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-28-2400-1211-00	See line-item 480-1-001 for description.
480-1-120-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 612	\$ 306	\$ 306	\$ -	\$ -	46-28-2400-2200-00	
480-1-121-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12	\$ 6	\$ 6	\$ -	\$ -	46-28-2400-2500-00	
480-1-122-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-28-2600-1213-00	See line-item 480-1-001 for description.

480-1-123-20210608	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	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-28-2600-2200-00	
480-1-124-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-28-2600-2500-00	
480-1-125-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-28-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-126-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-28-2600-6180-00	
480-1-127-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-28-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-128-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-28-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-129-20210608	Eligible	Direct Allocation	Vehicle Operation	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	12 Staff June and July Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 52,000	\$ 26,000	\$ 26,000	\$ -	\$ -	46-13-2720-1219-00	See line-item 480-1-001 for description.
480-1-130-20210608	Eligible	Direct Allocation	Monitoring Services	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	12 Staff June and July Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 28,000	\$ 14,000	\$ 14,000	\$ -	\$ -	46-13-2720-1212-00	See line-item 480-1-001 for description.
480-1-131-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,120	\$ 3,060	\$ 3,060	\$ -	\$ -	46-13-2720-2200-00	

480-1-132-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 120	\$ 60	\$ 60	\$ -	\$ -	46-13-2720-2500-00	
480-1-133-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Fuel for route bus for summer school learning	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	46-13-2720-6261-00	
480-1-134-20210608	Eligible	Direct Allocation	Vehicle Operation	Other	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Fuel for route bus for summer school learning	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	46-13-2720-6262-00	
480-1-135-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-02-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.

480-1-136-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-02-1000-2200-00	
480-1-137-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-02-1000-2500-00	
480-1-138-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-03-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-139-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-03-1000-2200-00	

480-1-140-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-03-1000-2500-00	
480-1-141-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-04-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-142-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-04-1000-2200-00	
480-1-143-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-04-1000-2500-00	

480-1-144-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-07-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-145-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-07-1000-2200-00	
480-1-146-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-07-1000-2500-00	

480-1-147-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-08-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-148-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-08-1000-2200-00	
480-1-149-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-08-1000-2500-00	

480-1-150-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-11-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-151-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-11-1000-2200-00	
480-1-152-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-11-1000-2500-00	

480-1-153-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-27-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-154-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-27-1000-2200-00	
480-1-155-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-27-1000-2500-00	

480-1-156-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-28-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-157-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-28-1000-2200-00	
480-1-158-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-28-1000-2500-00	

480-1-159-20210608	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	1 Nurse for 178 days Addressing unique needs of low income students.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	46-31-2100-1110-00	Per applicant: The nurse will assist with coordinating a health services program including nursing care and health education for our most disadvantaged students and families. The services provided by the nurse are part of our plan to open and sustain the safe operation of schools by addressing the health impacts of COVID-19.
480-1-160-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addressing unique needs of low income students.	\$ 4,973	\$ -	\$ 4,973	\$ -	\$ -	46-31-2100-2200-00	
480-1-161-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addressing unique needs of low income students.	\$ 98	\$ -	\$ 98	\$ -	\$ -	46-31-2100-2500-00	

480-1-162-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 98,396	\$ 98,396	\$ -	\$ -	\$ -	46-07-1000-6190-49	Per applicant, This line is for structured literacy instructional materials specifically targeting reading learning loss in grades 3-5 using a scaffolding approach with grade-level content. There are three types of scaffolds: resources for pre-teaching, embedded supports for students (ie. children with disabilities, English learners, and those with unfinished learning), and formative assessments.
480-1-163-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 4,045	\$ 4,045	\$ -	\$ -	\$ -	46-08-1000-6190-49	
480-1-164-20210608	Eligible	Direct Allocation	Instruction	Out-of-District Travel	10. Providing mental health services and supports	ASCA Conference - Supports conselors and administrators in development and implementation of mental health MTSS process	\$ 9,340	\$ -	\$ 9,340	\$ -	\$ -	46-31-1000-5820-00	Per narrative, Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.
480-1-165-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Data Warehouse - district-wide data support for academic, social-emotional, and mental health MTSS	\$ 85,000	\$ -	\$ 85,000	\$ -	\$ -	46-31-1000-7390-07	

480-1-166-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Provides authentic Spanish text to enhance language learning for our ELL students. Our ELL population was greatly impacted by loss of learning during remote learning. These libraries expose our students to real world context, which will help their development of oral language, and improve their overall vocabulary acquisition and comprehension development.	\$ 67,141	\$ 67,141	\$ -	\$ -	\$ -	46-31-1000-6190-00	Per applicant, These are books for grades 3-5 that provide stories in a real world context in Spanish. English Language learners experiencing learning loss benefit from strengthening their first language literacy skills which then transfers into self-confidence in tackling learning in English. Spanish Language Learners in a Dual Language program such as ours, also benefit by engaging with authentic Spanish text because it references real life experiences, which support linguistic connections between languages.
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483_Kismet-Southwestern Heights_ESSER II Plan_0331

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Kismet-Southwestern Heights USD 483
Applicant / Mailing Address	17222 Mustang Road; Kismet, Ks. 67859
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dan Frisby
Applicant / Email Address of Owner, CEO, or Executive Director	dfrisby@usd483.net
Applicant / Phone Number	620-563-7102 x-4101

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	480726224
Applicant / Website Address (if applicable)	usd483.net
Fiscal Agent / Name (if applicable)	Melinda Justice
Fiscal Agent / Email (if applicable)	mjustice@usd483.net

Application details

Full District Name	Kismet-Southwestern Heights
District Number	483
Mailing Address Street Address	17222 Mustang Road
Mailing Address City	Kismet
Mailing Address Zip Code	67859
Authorized Representative of the District Name	Dan Frisby
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dfrisby@usd483.net
Authorized Representative of the District Phone Number	+16205637102
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mjustice@usd483.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 483 has seen a significant increase in social emotional issues for both students and staff. A staff survey, in which half of teachers responded, indicates that 65% of teachers feel that students are academically "behind". They also responded that the academic issues (51%) are slightly seen more than social/emotional issues (49%). Comments reveal that most emotional issues are described as immature behavior, such as self-management, responsible decision making, social awareness and motivation. Others indicated that students are more self-centered/focused, more anxious, stressed and lack coping skills and struggle to work appropriately in group settings. The majority of teachers (44%) felt the academic loss was significant. 34% felt the loss was normal, while 10% felt it was higher than expected. 7% felt the academic loss was low. Our district spent about \$150,000 in the opening of school. Our district enrollment is 615.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district plans to use 10% of funds to purchase Chromebooks for students. Previously we have housed our Chromebooks in classrooms, which were shared by students. The pandemic has required that we cannot allow students to share items. We will continue to check out technology to individual students, while also creating a rotation and allowing outgoing seniors to be able to keep this technology. 22% is planned for purchasing digital interactive panels to increase student engagement in JH/HS classrooms. 5% will be used to purchase computer programs (Fastbridge) to assess student SEL concerns/needs, dyslexia, math and reading. Acellus will be for JH/HS students to be used as enrichment & credit recovery. 26% will be used to pay for a district social worker. This individual will work directly with our students, teachers, parents and communities to provide appropriate resources/needs. 17% for a teacher recruitment/retention plan in the form of a matching 403b retirement plan. It is widely known that the pandemic has created many to leave education and that teachers are difficult to find, as well as retain. This plan will help provide the district the ability to recruit and retain teachers for longevity. 3% will be used to add additional water bottle filling stations in schools. The pandemic required students to bring or schools to provide water bottles. 15% to pay for three full time district substitute teachers. As a result of the pandemic, the number of substitutes decreased dramatically. Our numbers went from twelve to two. We had to hire full time substitute teachers to be able to cover classes. 3% will be used to pay tutors at after school (Wednesday School) tutoring program. This program was created in an effort to catch students up academically following the closure of schools last year. 483 has continued plans for remaining funds.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will closely monitor student academic and social-emotional progress through the Fastbridge and Acellus programs. Needs of students will be addressed as part of the tiered system of supports, as well as at after school tutoring. The district social worker will also be involved to work with teachers, students and parents find useful/appropriate resources and strategies. Attendance and office referrals are other vehicles that will be used to track student engagement, as well as social-emotional needs/progress. The district will also monitor changes in the student's at-risk status. Academic progress/improvement will be further monitored through Wednesday School. Teacher recruitment/retention will be monitored by tracking the yearly number of openings and applicant numbers. The district will also survey teachers to assess student engagement

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



ESSERII-ApplicationTempla... (156 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Dan Frisby
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Date	04/29/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
483	Kismet-Plains	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
483-1-001-20210608	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase student Chromebooks, interactive digital panels for classrooms and purchase SEL Fastbridge program as well as Acellus program for the JH/HS students.	\$ 186,500	\$ 186,500	\$ -	\$ -	\$ -	12270	how many devices to be purchased; Applicant responded via email (5/19/21): Part of the amount requested would purchase 135 Chromebooks and 27 ClearTouch interactive panels.
483-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Hire district social worker with counseling responsibilities	\$ 142,000	\$ -	\$ 71,000	\$ 71,000	\$ -	12000	Information as it relates to COVID-19; Applicant responded via email: During this year we have seen a significant increase in social emotional issues in our students. This position would allow us to better serve our students, staff and families regarding mental health issues/concerns/counseling, as well as find proper community resources as needed. We have seen an increase in the number of families in need in many areas.
483-1-003-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Support staff recruitment/retention	\$ 90,000	\$ -	\$ 45,000	\$ 45,000	\$ -	12200	relate to COVID-19; Applicant responded via email: There is a significant shortage of teachers in our state. Many have left the profession as a result of the stresses that have occurred during the pandemic. This plan would allow us to better recruit and retain teachers. It is a known fact that teachers tend to gravitate toward and stay in districts where they are better supported emotionally and financially. We want to hire for longevity. This plan would allow us to better do that.

483-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Pay teachers to provide academic support for students	\$ 12,500	\$ 12,500	\$ -	\$ -	\$ -	12000	Provide additional information how it relates to COVID-19; Applicant responded via email: We initiated an after school academic program called Wednesday school. It was created to address the COVID learning loss or COVID academic slide from the shutdown last spring. Our teachers work with and tutor students in an effort to get students caught up or on grade level. These funds help pay those teachers for the time given outside of their regular daily requirements.
483-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay for full time substitute teachers	\$ 148,000	\$ 73,000	\$ 75,000	\$ -	\$ -	12050	Provide additional information how it relates to COVID-19; Applicant responded via email: When the pandemic began, we saw our district sub teacher pool drop from 12 to 2. We anticipated that there would be potential issues regarding teachers (positive or quarantines) and that we may not be able to cover it all. We hired three full time district subs. This allowed us to help cover teachers and to remain in person. I am convinced that we were able to remain in person all year because of our full time subs.
483-1-006-20210608	Eligible	Direct Allocation	Support Services (Students)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase and install water bottle filling stations in schools	\$ 10,038	\$ 10,038	\$ -	\$ -	\$ -	22300	



KpVolQeM

489_Hays_ESSER II Plan_

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 | USD 489 Hays

District Number | 489

Mailing Address | Street Address | 323 West 12th

Mailing Address 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	sdinkel@usd489.com
Other District Representative 2 Email Address	rwilson@usd489.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Students experienced great loss since the beginning of the pandemic. We have seen the most learning loss in core academic areas but are equally concerned with the social emotional wellbeing of all pk-12 students. Students enrolled in PCR this school year have been impacted more than students that have attended on site throughout this school year (220 students). We anticipate a corresponding drop in state assessment participation and performance. Student have also been greatly impacted by the number of COVID related staff absences.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remaining ESSER I funds are being spent on additional staff to accommodate PCR students, staff leave related to COVID and substitutes for staff utilizing COVID FFCRA leave.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Funds will be used for the following purposes: improve instruction and reduce the impact of the pandemic, address learning loss through summer school and after school opportunities and by providing resources to principals to address the individual needs of each school, coordinate response efforts, provide mental health supports, purchase educational technology, and improve school facility to reduce risk of virus transmission and exposure.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to assess and monitor student academic and social emotional growth using established measures.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature	Chris Hipp
Date	04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
489	Hays	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
489-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June 2021 and June 2022 Summer School Teachers - 25 Elem, 7 Middle School, 5 High School Teachers to address learning loss and lost instructional time due to COVID.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	7-e-1006-110-0700-701	Paying June 2021 salaries after the new fiscal year (July 2021), summer school will serve 90 K-2 students, 82 Middle School, and 70 High school
489-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Paras to address learning loss and lost instructional time due to COVID.	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	7-e-1006-120-0700-701	3 paras for both June 2021 and June 2022- Paying June 2021 salaries after the new fiscal year (July 2021)
489-1-003-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services	11A. Planning and implementing summer learning or enrichment programs	Student Transportation for summer 2021 & 2022	\$ 7,300	\$ -	\$ 7,300	\$ -	\$ -	7-e-2700-510-0070-701	Paying after the new fiscal year (July 2021)
489-1-004-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer School	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	7-e-1000-610-0200-701	General supplies for summer school, paying after the new fiscal year (July 2021)
489-1-005-20210608	Eligible	Direct Allocation	Instruction	Books and Periodicals	11A. Planning and implementing summer learning or enrichment programs	Summer School instructional materials	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	7-e-1000-640-0201-701	Guided reading book sets (elementary) subscription to Flocabulary (middle school), credit recovery classes- Edgenuity for High School, Paying after the new fiscal year (July 2021)

489-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	2 KG Teachers and 1 HS Student Support teacher to address learning loss for incoming KG students and HS at risk high school students	\$ 345,000	\$ -	\$ 170,000	\$ 175,000	\$ -	7-e-1000-110-0700-701	Keep class size small and prepare for lost instructional time as some preschoolers did not attend school due to COVID (will affect 250 kindergarteners); high school- credit recovery and drop out prevention due to lack of credits accumulated during covid.
489-1-007-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 MTSS Coach to support tiered academic and SEL interventions pk-12 to address learning loss and lost instructional time due to COVID.	\$ 131,300	\$ -	\$ 65,000	\$ 66,300	\$ -	7-e-2100-110-0700-701	District wide position, but will focus on SEL with high school students.
489-1-008-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	1 nurse and 1 community outreach specialist to support ongoing covid related intervention communication	\$ 262,600	\$ -	\$ 130,000	\$ 132,600	\$ -	7-e-2200-110-0700-701	Nurse was COVID commander and did contact tracing for district and will continue to do so moving forward. Community outreach specialist will work with nurses and county health officers to work on policy updates (masks, mass gatherings, graduations, etc.) as well as communicate with parents about potential exposure to COVID

489-1-009-20210608	Eligible	Direct Allocation	Instruction	Books and Periodicals	3. Providing principals and other school leaders with resources to address individual school needs	Elementary classroom books to increase classroom libraries to address literacy needs for all students including sped and ell.	\$ 34,750	\$ 20,750	\$ 7,000	\$ 7,000	\$ -	7-e-1000-640-0200-701	To keep the students in cohorts to mitigate the spread of Covid, materials are needed in each classroom since communal places cannot be used. I.E. Library was held in each classroom instead of library and books were not checked out by students. Materials need to be available in each classroom to allow for continued learning.
489-1-010-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Staff devices for additional positions added above	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	7-e-2200-736-0000-701	4 laptops for the new KG teachers, HS support teacher, and MTSS coach
489-1-011-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Educlimber, Zello, Lexia and FastBridge to support learning loss due to COVID through MTSS targeted intervention	\$ 117,968	\$ -	\$ 58,400	\$ 59,568	\$ -	7-e-1000-653-0200-701	Software to support instructional activities used to close achievement gap created by COVID

489-1-012-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Canvas and SeeSaw lms softwares to connect home and school when students have to quarantine.	\$ 47,502	\$ -	\$ 23,400	\$ 24,102	\$ -	7-e-1000-653-0100-701	Software to support instructional activities used to close achievement gap created by COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
489-1-013-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	BSEL support and interventionist for elementary schools. Students have a lack of social development due to being out of the classroom for so long. All schools are seeing an increase in social emotional behaviors due to remote/hybrid learning.	\$ 131,300	\$ -	\$ 65,000	\$ 66,300	\$ -	7-e-2100-110-0702-701	Behavior support- district has seen an increase in social emotional concerns due to remote/hybrid learning and COVID.
489-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	seven 1st grade classroom aides to support academic and sel learning loss in earlychildhood students resulting from pandemic	\$ 157,000	\$ -	\$ 77,000	\$ 80,000	\$ -	7-e-1001-120-0700-701	Kindergarten students need support moving forward, as they are missed classroom time during their kindergarten year. Additional support for those transitioning to 1st grade.

489-1-015-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Corwin Visible Learning and LTRS Staff training to improve instruction and address learning loss caused by COVID in all students	\$ 80,000	\$ -	\$ 40,000	\$ 40,000	\$ -	7-e-1000-330-0100-701	
489-1-016-20210608	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replace fixed and sealed windows with opening windows to allow for classroom ventilation in two elementary buildings	\$ 222,831	\$ -	\$ 222,831	\$ -	\$ -	7-e-4700-450-0000-701	



ojXgvVEK

497_Lawrence_ESSER II

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 Address 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

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. The district was in a remote and/or hybrid learning environment through most of the school year. In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remote Teachers - to support distance learning through the balance of the school year; Air Purifiers and PPE for staff and students, summer learning and instructional resources for multi-tier interventions needed as a result of the pandemic, for all students including the disadvantaged and special education.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 497 proposes to use the ESSER II district allocation for Elementary, MS and HS Summer Learning with a curriculum focus on identified priority standards in reading, ELA and math, targeting students that have been assessed and data supports the need. Social and emotional learning will be incorporated into all summer learning experiences. HS will also support credit recovery at all grade levels. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher. This position will also be accountable for monitoring and showing student progress on state standards. Research tells us that job-embedded, ongoing professional learning is most effective in supporting teachers and promoting student achievement and success. Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content. COVID has created lots of health service needs, a dedicated nursing position for the purpose training and support to staff. Certified Teachers will be compensated based on documented time, for duties required of them by COVID during remote and hybrid learning as a result the pandemic. And finally air quality will be addressed, making improvements were identified areas of concern are determined.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

With summer learning, planned pre/post assessments are planned to determine student needs and growth. Academic Interventionists will use district common assessment, AimsWebPlus and grades, for Social and Emotional learning, discipline data, Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) and attendance. Looking at the data across all demographics including lunch status, race/ethnicity, SPED and ELL status. Facilities will be addressed based on inspection report, and when project is complete, inspection should share results of increased air quality in the spaces upgraded. COVID Nursing and health services support will reflect systems and training is in place and followed for COVID and other health protocols. Compliance of reporting for COVID outbreaks, other restrictions and orders, will be being followed.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[USD497 ESSERII-Applicatio... \(151 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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 of 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	Katharine s. Johnson
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Date	05/10/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
497	Lawrence	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
497-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 684,203	\$ -	\$ 684,203	\$ -	\$ -	6121IN1570	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
497-1-002-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 88,309	\$ -	\$ 88,309	\$ -	\$ -	6121IN1570	Benefits related to line-item 497-1-001-20210608.
497-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 52,351	\$ -	\$ 52,351	\$ -	\$ -	6121IN1570	Benefits related to line-item 497-1-001-20210608.

497-1-004-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 15,821	\$ -	\$ 15,821	\$ -	\$ -	6121IN1570	Benefits related to line-item 497-1-001-20210608.
497-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 210,524	\$ -	\$ 210,524	\$ -	\$ -	6121IN1571	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
497-1-006-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 27,172	\$ -	\$ 27,172	\$ -	\$ -	6121IN1571	Benefits related to line-item 497-1-005-20210608.
497-1-007-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 16,106	\$ -	\$ 16,106	\$ -	\$ -	6121IN1571	Benefits related to line-item 497-1-005-20210608.

497-1-008-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 4,864	\$ -	\$ 4,864	\$ -	\$ -	6121IN1571	Benefits related to line-item 497-1-005-20210608.
497-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 157,893	\$ -	\$ 157,893	\$ -	\$ -	6121IN1572	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.

497-1-010-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 20,379	\$ -	\$ 20,379	\$ -	\$ -	6121IN1572	Benefits related to line-item 497-1-009-20210608.
497-1-011-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 12,080	\$ -	\$ 12,080	\$ -	\$ -	6121IN1572	Benefits related to line-item 497-1-009-20210608.
497-1-012-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 3,650	\$ -	\$ 3,650	\$ -	\$ -	6121IN1572	Benefits related to line-item 497-1-009-20210608.

497-1-013-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 151,913	\$ -	\$ 151,913	\$ -	\$ -	6121IN1535	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
497-1-014-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 19,606	\$ -	\$ 19,606	\$ -	\$ -	6121IN1535	Benefits related to line-item 497-1-013-20210608.
497-1-015-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 11,621	\$ -	\$ 11,621	\$ -	\$ -	6121IN1535	Benefits related to line-item 497-1-013-20210608.
497-1-016-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 3,508	\$ -	\$ 3,508	\$ -	\$ -	6121IN1535	Benefits related to line-item 497-1-013-20210608.

497-1-017-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	3. Providing principals and other school leaders with resources to address individual school needs	Resources for schools to address principal identified needs of a building related to the pandemic.	\$ 674,481	\$ 174,481	\$ 250,000	\$ 250,000	\$ -	6121IN000	Per applicant, This is set aside amounts for continued requests by buildings of PPE, Signage, Disinfectants, plexiglass. Future years 2022 and 2023 are set asides for unknowns. Also, verified with the applicant the understanding any usage must be pandemic/COVID related. Discussed option to amend plan later if funds not utilized.
497-1-018-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 480,368	\$ -	\$ 480,368	\$ -	\$ -	6121IN000	Per applicant, This will be based on documented time, we have a log that staff will be required to complete and it will be reviewed and certified by staff and administrator to ensure it is appropriate and pandemic related. Our district was remote for most of the fall and then Hybrid for most of the school year, until late March. Teachers with remote and Hybrid learning were spending extra time to create packets of remote learning instruction, videos, and other adaptations necessary for remote learners vs. in person. Additionally staff incur additional time when working in dual learning modes for students who have to be remote due to quarantine. Verified with the applicant this is not intended for all staff and there is no set amount for staff, but rather, this is only for documented, verified additional duties above and beyond negotiated agreements or regular responsibilities.
497-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 36,749	\$ -	\$ 36,749	\$ -	\$ -	6121IN000	

497-1-020-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 2,883	\$ -	\$ 2,883	\$ -	\$ -	6121IN000	
497-1-021-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 101,735	\$ -	\$ 101,735	\$ -	\$ -	6121SS1300	Per narrative, Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content.

497-1-022-20210608	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 13,131	\$ -	\$ 13,131	\$ -	\$ -	6121SS1300	
497-1-023-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 7,783	\$ -	\$ 7,783	\$ -	\$ -	6121SS1300	
497-1-024-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 2,351	\$ -	\$ 2,351	\$ -	\$ -	6121SS1300	

497-1-025-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 101,735	\$ -	\$ 101,735	\$ -	\$ -	6121IS1300	Per narrative, Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content.
497-1-026-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 13,131	\$ -	\$ 13,131	\$ -	\$ -	6121IS1300	

497-1-027-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 7,783	\$ -	\$ 7,783	\$ -	\$ -	6121IS1300	
497-1-028-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	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.	\$ 2,351	\$ -	\$ 2,351	\$ -	\$ -	6121IS1300	
497-1-029-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 52,631	\$ -	\$ 52,631	\$ -	\$ -	6121NU0000	
497-1-030-20210608	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	15. Developing strategies and implementing public health protocols for	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 6,793	\$ -	\$ 6,793	\$ -	\$ -	6121NU0000	

497-1-031-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 4,027	\$ -	\$ 4,027	\$ -	\$ -	6121NU0000	
497-1-032-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 1,217	\$ -	\$ 1,217	\$ -	\$ -	6121NU0000	
497-1-033-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Supplies for COVID dedicated nurse	\$ 332	\$ -	\$ 332	\$ -	\$ -	6121NU0000	

497-1-034-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	PPE and related supplies	\$ 75,000	\$ 25,000	\$ 50,000	\$ -	\$ -	6121IN0000	
497-1-035-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Air purifiers	\$ 399,500	\$ 399,500	\$ -	\$ -	\$ -	6120OM0000	Per narrative, In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.

497-1-036-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Replacement air filters for ESSER purchased air purifiers	\$ 150,500	\$ -	\$ 75,000	\$ 75,500	\$ -	6120OM0000	Per narrative, In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.
497-1-037-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC repairs resulting from air quality study	\$ 1,000,000	\$ -	\$ 500,000	\$ 500,000	\$ -	6120OM0000	Per narrative, In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.

497-1-038-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 396,765	\$ 132,255	\$ 132,255	\$ 132,255	\$ -	6121IN4 470	Per applicant, June 7-July 2 Each of the Next Three Summers 2021;2022;2023 For 2021 Classes M R 8:30-11:30 Grades K-4 (5th will be in MS) 7 Summer Learning Sites; Aprox 80 Staff CE/CL; One Administrator and one Administrative Assistant per site, Nurse will be shared, Counselor will be available. Staff are paid their hourly rate, including up to 3 hours of plan/PD per week. Morgan Hunter will provide for substitutes if needed. There is a shuttle that will assist with transporting students where needed. Currently enrollment is at 580 for this summer, enrollment is currently happening for summer learning and the number could be more. Curricular focus: Four priority standards in both reading and math. Social and Emotional Learning - structured SEL Standards based focus. Use pre and post test to determine student needs and growth.
497-1-039-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 17,472	\$ 5,824	\$ 5,824	\$ 5,824	\$ -	6121IN4 470	See line-item 497-1-039-20210608 for description.
497-1-040-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 31,716	\$ 10,572	\$ 10,572	\$ 10,572	\$ -	6121IN4 470	See line-item 497-1-039-20210608 for description.
497-1-041-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 2,538	\$ 846	\$ 846	\$ 846	\$ -	6121IN4 470	See line-item 497-1-039-20210608 for description.

497-1-042-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Elementary Summer Learning.	\$ 16,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ -	6121IN4470	See line-item 497-1-039-20210608 for description.
497-1-043-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning opportunities	\$ 85,680	\$ 28,560	\$ 28,560	\$ 28,560	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-044-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning opportunities	\$ 21,420	\$ 7,140	\$ 7,140	\$ 7,140	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-045-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning opportunities	\$ 8,232	\$ 2,744	\$ 2,744	\$ 2,744	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-046-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning opportunities	\$ 714	\$ 238	\$ 238	\$ 238	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-047-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 27,159	\$ 9,053	\$ 9,053	\$ 9,053	\$ -	6121NU4470	See line-item 497-1-039-20210608 for description.

497-1-048-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 2,079	\$ 693	\$ 693	\$ 693	\$ -	6121NU 4470	See line-item 497-1-039-20210608 for description.
497-1-049-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 168	\$ 56	\$ 56	\$ 56	\$ -	6121NU 4470	See line-item 497-1-039-20210608 for description.
497-1-050-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 33,948	\$ 11,316	\$ 11,316	\$ 11,316	\$ -	6121GU 4470	See line-item 497-1-039-20210608 for description.
497-1-051-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 2,598	\$ 866	\$ 866	\$ 866	\$ -	6121GU 4470	See line-item 497-1-039-20210608 for description.
497-1-052-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 207	\$ 69	\$ 69	\$ 69	\$ -	6121GU 4470	See line-item 497-1-039-20210608 for description.

497-1-053-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for elementary students attending summer school	\$ 86,031	\$ 28,677	\$ 28,677	\$ 28,677	\$ -	6121TR4470	See line-item 497-1-039-20210608 for description.
497-1-054-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 250,356	\$ 83,452	\$ 83,452	\$ 83,452	\$ -	6121IN4471	Per applicant, June 7-July 2 Each of the Next Three Summers 2021;2022;2023 For 2021 Classes M R 8:30-11:30 Grades 5-7 (8th will be in HS) 2 Summer Learning Sites; up to 40 Staff CE/CL, this will ultimately be driven by enrollment; One Administrator and one Administrative Assistant per site. Nurse and counselor will be available. Staff are paid their hourly rate. There is a shuttle that will assist with transporting students where needed. Anticipating enrollment for 250, enrollment is open currently, final enrollment is yet to be determined. Curricular focus on identified Math and ELA priority standards, Interest based courses with SEL incorporated into all summer learning experiences.
497-1-055-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 3,744	\$ 1,248	\$ 1,248	\$ 1,248	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.
497-1-056-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 19,446	\$ 6,482	\$ 6,482	\$ 6,482	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.

497-1-057-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 1,545	\$ 515	\$ 515	\$ 515	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.
497-1-058-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Middle School summer learning	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.
497-1-059-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 14,688	\$ 4,896	\$ 4,896	\$ 4,896	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.
497-1-060-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 4,896	\$ 1,632	\$ 1,632	\$ 1,632	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.
497-1-061-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 1,506	\$ 502	\$ 502	\$ 502	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.
497-1-062-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 132	\$ 44	\$ 44	\$ 44	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.

497-1-063-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 10,185	\$ 3,395	\$ 3,395	\$ 3,395	\$ -	6121NU 4471	See line-item 497-1-054-20210608 for description.
497-1-064-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 780	\$ 260	\$ 260	\$ 260	\$ -	6121NU 4471	See line-item 497-1-054-20210608 for description.
497-1-065-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 63	\$ 21	\$ 21	\$ 21	\$ -	6121NU 4471	See line-item 497-1-054-20210608 for description.
497-1-066-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 10,185	\$ 3,395	\$ 3,395	\$ 3,395	\$ -	6121GU 4471	See line-item 497-1-054-20210608 for description.
497-1-067-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 780	\$ 260	\$ 260	\$ 260	\$ -	6121GU 4471	See line-item 497-1-054-20210608 for description.

497-1-068-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 63	\$ 21	\$ 21	\$ 21	\$ -	6121GU4471	See line-item 497-1-054-20210608 for description.
497-1-069-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for Middle School students attending summer school	\$ 18,435	\$ 6,145	\$ 6,145	\$ 6,145	\$ -	6121TR4471	See line-item 497-1-054-20210608 for description.
497-1-070-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 225,744	\$ 75,248	\$ 75,248	\$ 75,248	\$ -	6121IN4472	Next Three Summers 2021;2022;2023 For 2021 Classes M-R 8:30-11:30 Grades 8-12. Three Summer Learning Sites June 7 - July 2.. Staff will be driven by enrollment, up to 40 (CE/CL), One administrator and one administrative assistant per site. Staff are paid their hourly rate. There is a shuttle that will assist with transporting students where needed. Anticipating enrollment for 400, enrollment is yet to be determined. Credit recovery for all grades will also be offered to students. Math and ELA priority standards , interest based courses, SEL incorporated into all summer learning experiences.

497-1-071-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 4,992	\$ 1,664	\$ 1,664	\$ 1,664	\$ -	6121IN4472	See line-item 497-1-070-20210608 for description.
497-1-072-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 17,661	\$ 5,887	\$ 5,887	\$ 5,887	\$ -	6121IN4472	See line-item 497-1-070-20210608 for description.
497-1-073-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 1,404	\$ 468	\$ 468	\$ 468	\$ -	6121IN4472	See line-item 497-1-070-20210608 for description.
497-1-074-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies to provide high school summer learning opportunities	\$ 5,145	\$ 1,715	\$ 1,715	\$ 1,715	\$ -	6121IN4472	See line-item 497-1-070-20210608 for description.
497-1-075-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 29,376	\$ 9,792	\$ 9,792	\$ 9,792	\$ -	6121SA4472	See line-item 497-1-070-20210608 for description.

497-1-076-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 9,792	\$ 3,264	\$ 3,264	\$ 3,264	\$ -	6121SA4472	See line-item 497-1-070-20210608 for description.
497-1-077-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 3,006	\$ 1,002	\$ 1,002	\$ 1,002	\$ -	6121SA4472	See line-item 497-1-070-20210608 for description.
497-1-078-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 261	\$ 87	\$ 87	\$ 87	\$ -	6121SA4472	See line-item 497-1-070-20210608 for description.
497-1-079-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 6,792	\$ 2,264	\$ 2,264	\$ 2,264	\$ -	6121NU4472	See line-item 497-1-070-20210608 for description.
497-1-080-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 522	\$ 174	\$ 174	\$ 174	\$ -	6121NU4472	See line-item 497-1-070-20210608 for description.

497-1-081-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 45	\$ 15	\$ 15	\$ 15	\$ -	6121NU4472	See line-item 497-1-070-20210608 for description.
497-1-082-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 6,792	\$ 2,264	\$ 2,264	\$ 2,264	\$ -	6121GU4472	See line-item 497-1-070-20210608 for description.
497-1-083-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 522	\$ 174	\$ 174	\$ 174	\$ -	6121GU4472	See line-item 497-1-070-20210608 for description.
497-1-084-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 45	\$ 15	\$ 15	\$ 15	\$ -	6121GU4472	See line-item 497-1-070-20210608 for description.
497-1-085-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for high school students attending summer school	\$ 36,870	\$ 12,290	\$ 12,290	\$ 12,290	\$ -	6121TR4472	See line-item 497-1-070-20210608 for description.



eDVEmxBw

498_ValleyHeights_ESSER II Plan_0408

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 498 Valley Heights

Applicant / Mailing Address

| P.O. Box 89
| Waterville, KS 66548

Applicant / First and Last Name of Owner, CEO, or Executive Director | Melissa Kennedy

Applicant / Email Address of Owner, CEO, or Executive Director | mkennedy@valleyheights.org

Applicant / Phone Number | 785-363-2398

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) | 480724652

Applicant / Website Address (if applicable) | www.valleyheights.org

Application details

Full District Name	Valley Heights
District Number	498
Mailing Address Street Address	P.O. Box 89
Mailing Address City	Waterville
Mailing Address Zip Code	66548
Authorized Representative of the District Name	Teresa Penning
Authorized Representative of the District Position or Title	Clerk
Authorized Representative of the District Email Address	tpenning@valleyheights.org
Authorized Representative of the District Phone Number	+17853632398
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mkennedy@valleyheights.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 498 students have been impacted by COVID-19 emotionally and socially. Students have lost learning opportunities because they were remote learning last year and part of this year. The emotional impact on our students has been devastating to the point that one of our students committed suicide.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER I Sped funds will be used for social/emotional curriculum and/or supports.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We want to extend our services with PowerSchool to include the on-line enrollment piece. This will allow us to conduct enrollment virtually and afford parents the opportunity to do it conveniently and from the safety of their homes while minimizing contact and exposure to coronavirus.

Hiring a Community Outreach and Family Advocate and with a Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families by providing concrete resources that build protective factors and optimize success.

Cleaning, sterilizing and disinfecting supplies and having to hire another full time custodian to provide extra cleaning and disinfecting protocols last year.

New teacher laptops that include updated webcams, have an extended battery life, provide increased storage for planning and teaching resources, and enhanced adaptive capabilities will greatly increase their ability to teach remotely.

Elementary Counselor that will meet the counseling and mental health needs in our elementary buildings.

We will hire two additional staff members at the junior/senior high to work with our students who have suffered significant learning loss throughout COVID 19.

USD 498 will be hosting summer extended learning opportunities for all students from kindergarten through 11th grade. This will help us not only address learning loss in our students, but also ensure that our low income students have access to a structured and academically rich environment throughout the summer months.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II district allocation, several data sources will be used. Most notably, our Fastbridge test scores in the fall. This would show us the impact of additional resources to address the learning loss of our students, including human resources, enhanced technological abilities for our staff, and additional programming for our most at-risk students. Another huge determinant will be the decrease of referrals for social/emotional needs that has prompted us to increase our mental health supports. Increased home visits and referrals for resources will determine the impact of our family advocate along with the Mobile Resource Center in meeting the varied physical and emotional needs of our students and their families. My Saebers, which is the Fastbridge screener of social and emotional behavior/needs will also provide us with beneficial data to determine the impact of ESSER II funding and expenditures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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 of 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		Melissa Kennedy
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Date		04/29/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
498	Valley Heights	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
498-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 44,250	\$ -	\$ 44,250	\$ -	\$ -	80-1000-110-00	Learning loss due to covid? YES During school year? YES 9-12 Content? ELA/Math
498-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 5,085	\$ -	\$ 5,085	\$ -	\$ -	80-1000-220-00	MTSS Teacher Social Security (phone call 5/13/2021)
498-1-003-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 65	\$ -	\$ 65	\$ -	\$ -	80-1000-260-00	MTSS Teacher Unemployment (phone call 5/13/2021)
498-1-004-20210608	Eligible	Direct Allocation	Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 18,200	\$ -	\$ 18,200	\$ -	\$ -	80-1000-280-00	MTSS Teacher Health Benefits (phone call 5/13/2021)
498-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MTSS Para for HS/Elementary students to address learning loss in Math caused by COVID.	\$ 21,370	\$ -	\$ 21,370	\$ -	\$ -	80-1000-120-00	Learning Loss due to covid? YES During school year? YES in 3rd-12th Content? Math/ELA

498-1-006-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and	Hired extra custodial staff to implement health protocols.	\$ 19,830	\$ 19,830	\$ -	\$ -	\$ -	80-2600-120-00	Extra custodian for disinfecting and sanitizing due to COVID.
498-1-007-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 1,085	\$ 1,085	\$ -	\$ -	\$ -	80-2600-220-00	Social Security benefits for extra custodian
498-1-008-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 10	\$ 10	\$ -	\$ -	\$ -	80-2600-260-00	Unemployment benefits for extra custodian

498-1-009-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Health Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 3,966	\$ 3,966	\$ -	\$ -	\$ -	80-2600-280-00	Health Benefits for extra custodian
498-1-010-20210608	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional needs in the Elementary caused by the COVID pandemic and remote learning.	\$ 18,500	\$ -	\$ 18,500	\$ -	\$ -	80-2120-110-00	Full time, but some of the salary comes from Title I.
498-1-011-20210608	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional supports in the Elementary caused by the COVID pandemic and remote learning.	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	80-2120-220-00	Elementary School Counselor Social Security (phone call 5/13/2021)
498-1-012-20210608	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional supports in the Elementary caused by the COVID pandemic and remote learning.	\$ 15	\$ -	\$ 15	\$ -	\$ -	80-2120-260-00	Elementary School Counselor Unemployment (phone call 5/13/2021)

498-1-013-20210608	Eligible	Direct Allocation	Social Work Services	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 23,175	\$ -	\$ 23,175	\$ -	\$ -	80-2113-120-00	Family Advocate (20 hours per week)
498-1-014-20210608	Eligible	Direct Allocation	Social Work Services	Social Security Contributions	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	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 1,773	\$ -	\$ 1,773	\$ -	\$ -	80-2113-220-00	Family Advocate (20 hours per week) Social Security

498-1-015-20210608	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	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	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 23	\$ -	\$ 23	\$ -	\$ -	80-2113-260-00	Family Advocate (20 hours per week) Unemployment
498-1-016-20210608	Eligible	Direct Allocation	Social Work Services	Health Benefits	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	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 9,100	\$ -	\$ 9,100	\$ -	\$ -	80-2113-280-00	Family Advocate (20 hours per week) Health benefits

498-1-017-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Software Services	3. Providing principals and other school leaders with resources to address individual school needs	PowerSchool Online Enrollment System	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	80-2300-444-00	Using powerschool to go to online (paperless) enrollment to mitigate the spread of COVID (phone call 5/13/2021)
498-1-018-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning, sterilizing and disinfecting supplies	\$ 11,681	\$ 6,681	\$ 5,000	\$ -	\$ -	80-2600-618-00	
498-1-019-20210608	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Laptops for staff	\$ 74,316	\$ -	\$ 74,316	\$ -	\$ -	80-1000-736-00	Need updated laptops to match software, and to incorporate cameras, in case teachers have to quarantine or students need remote learning options due to COVID exposure. (44 laptops) Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

498-1-020-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software for district for online learning	\$ 8,214	\$ -	\$ 8,214	\$ -	\$ -	80-1000-650-00	Google License is \$5.00 per student, FileWave Software \$3,762, Securly Filtering for Student iPads is \$2,566.67. Google allows an increase in communication, which is essential to addressing the learning loss caused by COVID. FileWave Software manages security, programs, and apps on mobile student devices when a student has to be quarantined due to exposure to COVID. Securly filtering is used to monitor student internet and email usage and search for key words that could indicate a student experience mental health issues. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
498-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers for grades K-12 to address learning loss caused by COVID	\$ 1,060	\$ -	\$ 1,060	\$ -	\$ -	80-1000-110-01	2 high school teachers (15 at high school level, 45 students at elementary)
498-1-022-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Paras for K-12 to address learning loss caused by COVID	\$ 800	\$ -	\$ 800	\$ -	\$ -	80-1000-120-01	2 paras (15 at high school level, 45 students at elementary)
498-1-023-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Staff for K-12 to address learning loss caused by COVID	\$ 135	\$ -	\$ 135	\$ -	\$ -	80-1000-220-01	Social Security for summer school (15 students at JR/SR High, 45 at elementary)

498-1-024-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School Staff for K-12 to address learning loss caused by COVID	\$ 5	\$ -	\$ 5	\$ -	\$ -	80-1000-260-01	Unemployment for summer school (15 students at JR/SR High, 45 at elementary)
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ByREyAqz

499_Galena_ESSER II Plan_0405

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 | Galena USD 499

Applicant / Mailing Address

| 702 E. 7th Street
Galena KS 66739

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Trey Moeller

Applicant / Email Address of Owner, CEO, or Executive Director | trey.moeller@galena499.org

Applicant / Phone Number | 6207834499

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 | Galena USD 499

District Number | 499

Mailing Address Street Address	702 E. 7th Street
Mailing Address City	Galena
Mailing Address Zip Code	66739
Authorized Representative of the District Name	Dr. Trey Moeller
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	trey.moeller@galena499.org
Authorized Representative of the District Phone Number	+16207834499
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	boglesby@galena499.org
Other District Representative 2 Email Address	renee.goostree@galena499.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.

Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counselling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming.

The majority of our students' academic and SEL needs have been impacted by the pandemic. With approximately 50% of our students on Free Lunches and another 20% on Reduced Lunches (prior to the everyone is free status), the pandemic circumstances have increased the impact of poverty upon our students. Our parents do not have the resources to provide digital tools for their children so the already significant "digital divide" in our community exploded; exasperating the need to provide technological tools and resources for our students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, 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.

ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.

ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.


How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas.

Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.


XLSX

499_Galena_ESSER II Plan ... (780 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of 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 of 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	Dr. Trey Moeller
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Date	04/30/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
499	Galena	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
499-1-001-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 124,750	\$ 31,750	\$ 38,000	\$ 40,000	\$ 15,000	38	Per applicant, In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July....; Dates for 2022 and 2023 have not yet been determined). We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch daily. Transportation will be provided.
499-1-002-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (3 FTE aids)	\$ 24,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ -	38	See line 499-1-001-20210608 for more information.

499-1-003-20210608	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (2 routes)	\$ 41,000	\$ 9,000	\$ 13,500	\$ 13,500	\$ 5,000	38	See line 499-1-001-20210608 for more information.
499-1-004-20210608	Eligible	Direct Allocation	Counseling Services	Software	10. Providing mental health services and supports	MS HS SEL Curriculum and Data Collection, Analysis (Panorama): Panorama allows the district to survey SEL of students and staff, collect and analyze data, and provide targeted interventions.	\$ 45,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ -	38	Per narrative, Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counselling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming. To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.
499-1-005-20210608	Eligible	Direct Allocation	Social Work Services	Student Services	10. Providing mental health services and supports	Licensed Counseling Services to include but not limited to contracted services with SRMH for Licensed counseling: Increases our LPC contracted services with SRMH for our students with higher levels of trauma and in need of more intensive SEL interventions.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	38	See line 499-1-004-20210608 for more information.

499-1-006-20210608	Eligible	Direct Allocation	Instruction and Curriculum Development Services	Other Supplies and Materials	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush EdTech: Technical support necessary to provide digitally organized instruction and remote learning capabilities	\$ 1,800	\$ 600	\$ 600	\$ 600	\$ -	38	Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age. ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.
499-1-007-20210608	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	Greenbush (School Improvement Services): Resources are provided for PD, KESA and curriculum. Structured reading and math instruction will be areas of focus.	\$ 32,330	\$ 10,740	\$ 10,740	\$ 10,850	\$ -	38	Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.
499-1-008-20210608	Eligible	Direct Allocation	Office of the Superintendent Services	Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush (Administrative Services): Support for planning and implementing COVID-19 response for academic and SEL challenges we face	\$ 4,050	\$ 1,350	\$ 1,350	\$ 1,350	\$ -	38	

499-1-009-20210608	Eligible	Direct Allocation	Instruction	Technical Services	10. Providing mental health services and supports	Greenbush (Crisis Prevention and Response Services): The partnership increaes support for our district counselors to help meet the needs of students and teachers in times of district crisis.	\$ 7,350	\$ 2,450	\$ 2,450	\$ 2,450	\$ -	38	See line 499-1-004-20210608 for more information.
499-1-010-20210608	Eligible	Direct Allocation	Instruction	Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and	Software etc Canvas, Edgenuity, etc.: Tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we face	\$ 73,000	\$ 13,000	\$ 30,000	\$ 30,000	\$ -	38	
499-1-011-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	MTSS resources focused on literacy and mathematics: Data collected after remote instruction highlighted that our students are not achieving at high levels and evidence-based instructional resources need to be added to meet learning standards.	\$ 38,000	\$ 15,000	\$ 23,000	\$ -	\$ -	38	Per narrative, Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.

499-1-012-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	ELE/MS/HS instructional Support Specialists: 3 certified positions to support the identification of, instructional planning and implementation for and progress monitoring of students who are not meeting identified learning targets.	\$ 356,782	\$ -	\$ 178,391	\$ 178,391	\$ -	38	Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.
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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Mike McDermeit

Applicant / Mailing Address

401 Sunnyside Dr.
Lewis, Ks. 67552

Applicant / First and Last Name of Owner, CEO, or Executive Director | Mike McDermeit

Applicant / Email Address of Owner, CEO, or Executive Director | mike.mcdermeit@usd502.com

Applicant / Phone Number | 620-324-5547

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) | 48-0724957

Applicant / Website Address (if applicable) | USD502.com

Application details

Full District Name	Lewis
District Number	502
Mailing Address Street Address	P O Box 97
Mailing Address City	Lewis
Mailing Address Zip Code	67552
Authorized Representative of the District Name	Mike McDermeit
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mike.mcdermeit@usd502.com
Authorized Representative of the District Phone Number	+16203245547
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	darla.stegman@usd502.com
Other District Representative 2 Email Address	luke.snyder@usd502.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.

Lewis serves Pre-K thru 6th grade. 7th-12 grade attend USD #351 Macksville. Longitudinal data from STAR Reading and Math assessment for 2nd-6th grade, when compared to previous years improvement, show an average percentile rank decline of 25% for Reading and 23.6% decline for Math when comparing the 2019-20 scores to 2020-21 scores. Our Pre-K students have also been negatively impacted disproportionately because of the high number of English Language Learners in our district. 50% of our students enrolled in 3 year old pre-k or 4 year old pre-k speak little to no English in the household prior to attending our school. This not only affects the student but also the parent partnerships we are trying to establish. One of our KESA goals includes parent engagement. The pandemic response with no parents allowed in the school, at activities, etc. has been a setback in fostering and building strong relationships

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

USD #502 will utilize the remainder of the ESSER I funds (\$7,426) to begin our Summer Enrichment Activities that focus on Reading/Math recovery, as well as parent engagement. SPED funds are sent to the South Central Kansas Special Education Cooperative for distribution by them.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, 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.

9. A. We want to add a para-professional to our staff that will focus on Reading and Math Improvement for at-risk students in K-6th grade for next year with the intention of funding the position with ESSER funds for 2 additional years.
- B. We want to fund a bi-lingual pre-school para-professional part-time for 1 year (with intentions to continue in subsequent years) to address the needs of our ELL Pre-K students with an emphasis on strengthening parent engagement.
- C. We want to start a Summer Enrichment program beginning June 2021-July2021 and continue in June-2022-July 2022 that focuses on Reading/Math recovery, Project Based Learning, and parent engagement. We anticipate ESSER funds would pay for 3 licensed elementary teachers that will focus intense, focused Reading and Math instruction, bussing to and from the school, and weekly field trips to locations around our area where students AND parents will be encouraged to participate. We believe these programs target our needs for parent engagement and at-risk student learning loss in the areas of Reading and Math as a result of the pandemic restrictions

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

STAR Math/Reading assessment and Fastbridge Math/Reading/Social-Emotional and will be utilized to longitudinally measure and compare student progress over the next 2 school years. Adjustments will be made yearly to the para. educator's assignment to focus on students identified with the greatest learning loss with a focus on ELL and at-risk students. Increases by parent's participation through data collected from our SeeSaw parent communication app. will be utilized to determine parent engagement.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.



[502_Lewis_ESSERII Plan_05... \(154 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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 of 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	Mike McDermeit
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Date	05/18/2021
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Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
502	Lewis	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
502-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This para will be working with the PreSchool At Risk and ELL parents and students during the 2021-2022 school year. This is to address student learning loss and family engagement due to Covid-19.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	11-1000-120-0	Para will work with approximately 15 students in prek. Phone call 5/26/21. Per district request, object codes updated for all line-items.
502-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This para will be working with the K-12 At Risk and ELL parents and students during the 2021-2022 school year. This is to address student learning loss and family engagement due to Covid-19.	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	13-1000-120-0	Para will work with approximately 70 K-6 students. Phone call 5/26/21
502-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementin g summer learning or enrichment programs	These teachers will be instructing our students who have fallen behind due to Covid-19 at our Summer Enrichment Program over the next two summers.	\$ 16,800	\$ -	\$ 8,400	\$ 8,400	\$ -	06-1000-110-0	Summer Enrichment will host 50 students to address learning loss due to covid. 3 Teachers, 3 days per week(4 hrs Tuesday and Wednesday and 8 hours on Thursday). Phone Call 5/26/21
502-1-004-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementin g summer learning or enrichment programs	During our Summer Enrichment Program, we will busing some of our students to and from school. This will be for Fuel.	\$ 2,200	\$ -	\$ 1,100	\$ 1,100	\$ -	06-2710-626-0	Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21
502-1-005-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementin g summer learning or enrichment programs	We will need to pay a bus driver to run route for those students who will be attending our Summer Enrichment Program.	\$ 840	\$ -	\$ 420	\$ 420	\$ -	06-2710-120-0	Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21

502-1-006-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	During our Summer Enrichment Program, the students will be going on some educational field trips that are in line with the instruction they are receiving. This will pay for the bus driver.	\$ 1,320	\$ -	\$ 660	\$ 660	\$ -	06-2710-120-0	Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21
502-1-007-20210608	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	11A. Planning and implementing summer learning or enrichment programs	During our Summer Enrichment Program, the students will be going on some educational field trips that are in line with the instruction they are receiving. This will pay for the admission costs at some of the locations.	\$ 2,000	\$ -	\$ 1,000	\$ 1,000	\$ -	06-1000-890-0	Summer Enrichment will host 50 students to address learning loss due to covid- field trips to Exploration Place, Museum of National History, Kansas Fish and Game to provide hands on learning opportunities. Phone call 5/26/21
502-1-008-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	This will pay for instructional supplies needed to run our Summer Enrichment Program such as; Math, Reading and parent engagement materials, student materials, and STEM materials.	\$ 7,431	\$ -	\$ 3,715	\$ 3,716	\$ -	06-1000-610-0	Summer Enrichment will host 50 students to address learning loss due to covid.-Project based learning science kits to dig fossils, rocket kits for preparation for Exploration Place and cover science content Phone Call 5/26/21



xVeLRmeQ

506_Labette County_ESSER Expenditure Reporting

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 506 Labette County Schools
Applicant / Mailing Address	401 S. High School Street P.O. Box 189 Altamont Ks. 67330
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dr. John Wyrick
Applicant / Email Address of Owner, CEO, or Executive Director	jwyrick@usd506.org
Applicant / Phone Number	620-784-5326

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 (<i>if applicable</i>)	480724846
Applicant / Website Address (<i>if applicable</i>)	www.usd506.org

Application details

Full District Name	Labette County Public Schools
District Number	506
Mailing Address Street Address	401 S. High School Street
Mailing Address City	Altamont
Mailing Address Zip Code	67332
Authorized Representative of the District Name	John Wyrick
Authorized Representative of the District Position or Title	Superintendent of Schools
Authorized Representative of the District Email Address	jwyrick@usd506.org
Authorized Representative of the District Phone Number	+16207845326
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The negative impact of COVID-19 on our school district can be observed across many spectrums. Particularly, mandatory in-person shut down of schools with the replacement of full remote learning during the months of March through May of 2020.

This shutdown from in-person to remote learning was negatively impactful on student achievement/progress (learning loss) as was determined through various testing batteries. Among the most negatively impacted populations were our elementary grade level students and our at-risk students in grades PreK - 12. As a district, we had to invest a larger amount of money for PPE's, COVID-19 protocol resources, technology to provide remote learning opportunities for students, increase in staff payroll, additional cost in providing air quality in old buildings, and various "other" COVID-19 related expenses.

Although our district has provided in-person instruction since the beginning of the current 2020-21 school year, we also provided full-time remote learning options for approximately 9% of our Prek-8 students, 22% of hs, and have provided temporary remote learning for students who were quarantined from school due to COVID-19 exposure.

To date, our district has had 1,223 students in COVID-19 isolation (123 tested positive, 1,100 quarantined), or 76% of the student enrollment headcount. In addition, we had 88 staff members in COVID-19 isolation (35 tested positive, 53 quarantined), or 45% of our staff headcount. As a result, this has negatively impacted the academic and social/emotional success of our students and staff in the district. Moving forward, we need to address these issues and address preventative measures.

Does the district have remaining ESSER I funding that it has not yet spent as of	No
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the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 506 will utilize ESSER II funds to offset the negative impact of the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federally authorized uses of ESSER II funds. At this point, our district is requesting approval of 100% of our \$1,298,287.00 allocation.

Below is the breakdown of our proposed ESSER II budget, the authorized use number for justification, and the requested dollar percentage of requested allocation.

- 9. Purchasing educational technology for the LEA's students: Student Devices- (35%)
- 10. Purchasing educational technology for the LEA's students: Communication Tools- (1.8%)
- 11. Purchasing educational technology for the LEA's students: Improve Network- (0.0092%)
- 12. Addressing learning loss among students, including vulnerable populations- (3.7%)
- 13. Planning for and coordinating during long-term closures- (0.0036)
- 14. Purchasing educational technology for the LEA's students- (0.0058%)
- 15. Improve indoor air quality in school facilities- (43%)
- 16. Coordination of COVID-19 preparedness and response efforts: School Nurse- (11%)
- 17. Purchasing educational technology for the LEA's students- (3.6%)

We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning opportunities for students, provide additional technology staff to implement the technology, and replace equipment damaged when students took devices home during mandated quarantines and school closings.

We are allocating the second-largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in our high school.

Our remaining ESSER II funds will address health services, student learning loss, the purchase of learning software

Our proposal to use ESSER II funding involved input from all staff in the district and the USD 506 Board of Education.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Educational Technology: The impact will be determined if our technology acquisitions allow for better connectivity for remote learners, better utilization of instruction for proper student spacing, and allows us to provide better devices for remote services and instructional resources impacted by COVID. Access to online curriculum, digital textbooks, and digital media during

Audio Visual Equipment: The impact is comprehension and retention due to Covid related learning loss. Media used in the classroom gives the teachers the ability to enhance lessons. Ability to hear and interact with remote and in-person students.

Help Desk and knowledge base software: We will use the analytics in our ticketing system to determine parent and family support needs.

Indoor Air Quality: Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters.

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.


XLSX

ESSERII-ApplicationTempla... (604 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
- 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
- (a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
 - Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
 - Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
 - Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.
- (b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.
- (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
- [45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
- 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
- (a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
- (b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.
- (Authority: 20 U.S.C. 1221e-3 and 3474)
- 34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.
- A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | John Wyrick

Date | 05/13/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
506	Labette County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
506-1-001-20210608	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks/I-Pads/Laptops - Maintaining a Chromebook or student device for every student ensures they are given the same opportunity for learning and enhancing their education. Having devices on hand to check out to students in the event they have to quarantine enables them to continue to learn. They can use these devices to stay connected to their teacher and classmates via email, video conferencing and other platforms. It prevents learning loss by allowing students to continue their education even if their environment changes. Covid has taught us that we are more dependent now than ever before on utilizing technology. Devices are not just a small part of enhancing education but rather essential tools for teachers and students.	\$ 450,000	\$ -	\$ 150,000	\$ 150,000	\$ 150,000	7	Number of devises requested: Applicant responded via email (5/20/21): USD 506 will purchase 1,125 student devices starting in Fiscal Year 2022 and through the Fiscal Year 2024; through the pandemic, our staff and administrators have been introduced to other sources of digital applications that are not best supported by Chromebooks. We have found that other devices, such as Ipadis and MacBooks better support these applications that are used to close the learning gap (loss) our students have encountered due to not being in the classroom on a daily basis. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

506-1-002-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	VOIP System - Voip phones allow easy communication between classrooms and buildings. We have five grade schools and a highschool spread out over rural areas where not all students have access to high speed internet. There have been occasions where our students have had to call in to participate with remote learning due to lack of internet access. Teachers have had to use their personal cell phones to have calls with students. These voip phones would equip classrooms with phone systems that allow students and staff to communicate. The district explored other options as means to provide educational opportunities for students such as hotspots and cell phones but at the end of our research the voip system was the best option to provide communication in conjunction with other methods in place in the district.	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	7	Number of devices requested; Applicant responded via email: USD 506 will equip each teacher's classroom with an updated phone system. We are looking at purchasing approximately 105 phones. To improve parent and teacher communication. The need for communication increased during the pandemic. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
506-1-003-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Networking Hardware and components - Improvements to our networking infrastructure will include adding/replacing network switches, adding more access points, adding networking components capable of faster speeds, and running new ethernet drops . All of this will contribute to a stronger and faster network that will support remote learning initiatives and allow students and teachers to stay connected reliably even if the student has to quarantine or learn from home.	\$ 11,979	\$ -	\$ 11,979	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

506-1-004-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	12. Addressing learning loss among students, including vulnerable populations	Powerschool SIS- Using student information system to track attendance and increase engagement of virtual and/or remote students. While one-way messages have been so important in sharing information, our tracking of students would not have been possible without the ability to get responses from parents. This has been an important aspect of our reopening protocol and essential to slowing and stopping the spread of the virus. Powerschool allowed our district personnel a way to track student attendance and communicate with parents about their well-being in realtime.	\$ 47,427	\$ 15,007	\$ 15,210	\$ 17,210	\$ -	7	<p>New or pre-existing system; Applicant responded via email: Our district is utilizing new features that are available on Powerschool to meet the needs our students are facing due to Covid-19. For example, we realized that there are different options for coding student data as it pertains to health-related issues that were used for the first time during this school year. Also, the student and family portal was promoted and used more this year than in previous years. Our administration and staff knew that we had to improve student accountability and help teachers communicate with the right people in less time with convenient access to grades, progress, and responsibilities. Our technology department made a more concerted effort to work with staff to promote and utilize the PowerSchool Mobile app and the online parent and student portal.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>
506-1-005-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Utilize learning management tools to provide online curriculum, communication, and online learning environment SOCS (Simplified Online Communication System). Allow students and families a way to utilize online tools to have two-way communication with the teacher and building(s) during times school is not in session. With the coronavirus, real-time communication has been critical to keep both staff and parents informed about evolving protocols and any cases of the virus in a school, along with basic information about other important happenings, like when grades will be released, changes to school routines, and other important protocols related to learning.	\$ 4,678	\$ 4,678	\$ -	\$ -	\$ -	7	<p>New or pre-existing system: Applicant responded via email: Some of the features our staff, students, and patrons used during this time included the use of widgets, paperless forms, surveys/polls, social media feeds, and as a place to host links to learning platforms used by students when they are not in the physical building.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>

506-1-006-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Illuminate: Fastbridge Testing will enable and equip our district and staff by providing them with the tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we have faced and will continue to face during these unprecedented times.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	7	
506-1-007-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Heating and Cooling System	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Update and Replace HVAC System- Purchase HVAC registers and replace the Loop System at the campus of Labette County High School. The current registers and Loop System were installed when the administration building was built in the mid-1950s. Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters. Several studies have shown that by doing what we have identified will improve air quality in our buildings by significantly changing heating, ventilation, and air-conditioning (HVAC) systems or by making physical changes to manage indoor airflows. Our buildings were built with old or inflexible systems, our technicians have recommended for us to upgrade our HVAC hardware to include: replacing fixed-speed fan motors with variable-speed ones to enhance the control of airflow and allow for a minimum setting that produces lower speed airflow introducing sophisticated airflow-control systems, such as those that are sensitive to pressure, to allow for smoother adjustment of airflows.	\$ 562,500	\$ 337,500	\$ 225,000	\$ -	\$ -	7	Allowable if CDC guidelines are met

506-1-008-20210608	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Labette County Health and CHCSEK Nursing Services- Our district contracted with both entitiest to porvide additional nursing services to our district during this past school year. We plan on continuing these services during the upcoming school years. School nurses played an important role in supporting student health and success. Our school nurses and other healthcare personnel played an important role in the reopening of USD 506 schools and keeping them open during the COVID-19 pandemic. One of the biggest changes for school nurses in the past year has been the amount of time they spent consulting with and educating families by phone instead of the traditional hands-on time taking care of children. Some of their time was spent finding out which students were absent because of symptoms, which had been tested, who was in quarantine because of close contact, and more.	\$ 143,403	\$ 30,126	\$ 45,000	\$ 45,000	\$ 23,277	7	
506-1-009-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	GoGuardian software gives teachers the ability to have better control over their classroom. They can ensure students are on task, communicate with students, and have insight into what students are accessing during class time. Additionally, they can communicate with students through the program which is especially important for remote learning. This software also allows us to enact filters that ensure our students are utilizing the internet responsibly. It also allows us to track our Chromebooks which is essential as we are assigning them to students and students are taking them home to work remotely.	\$ 46,800	\$ 15,600	\$ 15,600	\$ 15,600	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.



bAxqoLRI

508_Baxter Springs_ESSER II Plan_0505

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 508

Applicant / Mailing Address

| 1108 Military Ave
| Baxter Springs, KS 66713

Applicant / First and Last Name of Owner, CEO, or Executive Director | David Pendergraft

Applicant / Email Address of Owner, CEO, or Executive Director | penderd@usd508.org

Applicant / Phone Number | 620-856-2375

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 | Baxter Springs

District Number | 508

Mailing Address Street Address	1108 Military Ave
Mailing Address City	Baxter Springs
Mailing Address Zip Code	66713
Authorized Representative of the District Name	David Pendergraft
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	penderd@usd508.org
Authorized Representative of the District Phone Number	+16208562375
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	oakesc@usd508.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have seen a large reduction in credits earned at the high school for students who chose to switch their learning instruction model from face-to-face to our virtual program. We did note that we had a large percentage of Free Lunch students choose to enroll in our virtual program (over 90%) as opposed to opt for regular face-to-face instruction (76 out of 82). Historically, we have had a small group of students enrolled in our virtual program with a high percentage of them obtaining their diploma. The first semester saw a drastic reduction in credits earned by those virtual students. Extended school year and after-school opportunities will be necessary over the next few years to get these students caught up with their cohorts. We haven't been able to determine the full extent of the learning loss for our full time remote students at the elementary level simply because we still do not have those students in school day to day yet (around 30 in grades K-6). Those students may be completing assignments, but it is difficult to determine how much support they needed and also what other social skills have been hindered due to limited access to other students. Extended year plans for those students will be vital in making those determinations on what additional supports will be needed.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and 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, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 508 will address learning loss and other impacts of the Coronavirus to the district thru extended year and extended day programs along with a new social emotional curriculum. Students who have chosen a remote learning environment for the 2020-21 school year have not progressed as those who chose face to face. Virtual and remote students did not progress as well as those face to face. An additional Reading Specialist for grades 7-12 will be hired to work with students using Really Great Reading as a guide. Additional technology will be purchased for classroom use by staff and to send home with students to help provide extend time for students who need it most and to provide for remote instruction if outbreaks occur within the district. Summer school opportunities will be offered in each building. New heating and air units will also be installed to help maximize the benefits of the i-wave technology purchased for all air ducts in the system. Replacing old carpet that becomes difficult to sanitize properly with new small carpet tiles allow for better cleaning and also allows for removing small sections of contaminated areas without having to replace the entire room. We will also continue the employment of a Medical Assistant. The district will also use Panorama to help track data on SEL. We are hoping this can also help with additional interventions for students during distance learning as well. After school tutoring will be provided in each building.


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're hoping to help students at the HS level in their credit recovery and help maintain a 90% or better graduation rate. We will also progress monitor all of our students in K-12 in the subject of reading with the new district wide implementation of Really Great Reading. Using our Title teachers and newly formed Reading Intervention Specialist at the HS we will benchmark our students consistently to be able to show improvements in that area. Currently, we use the Second Step curriculum for our elementary students, which has been great foundational skills for SEL, but counselors feel it lacks in the tracking of student progress. The combined curriculum of Panorama in the K-12 setting will help us accurately gauge the SEL needs in our schools. Panorama will also allow us to input MTSS Reading and Math scores, which will help teachers and admins in the SIT process for students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II 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 Per Student 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.



508_BaxterSprings_ESSERII... (149 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service

delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of 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

| Carrie Oakes

Date

| 05/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
508	Baxter Springs	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
508-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School/Credit Recovery/Enrichment Activities for Middle School and High School. (4 teachers x 3 hours/day x \$35/hour x 32 days)	\$ 14,468	\$ 14,468	\$ -	\$ -	\$ -	96100	Approximately 70 to 80 students invited to attend credit recovery while in remote learning due to COVID 19. (Phone Call 5/10/21)
508-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school program for Grades K-6. (10 teachers x 4.5 hours/day x \$35/hour x 23 days)	\$ 38,996	\$ 38,996	\$ -	\$ -	\$ -	96100	
508-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Reading Intervention Specialist in charge of Reading MTSS for Grades 7-12.	\$ 145,464	\$ 72,732	\$ 72,732	\$ -	\$ -	96100	Includes health, social security, etc. Hiring to address learning loss in students grades 7-12 (Phone Call, 5/10/21)
508-1-004-20210608	Eligible	Direct Allocation	Instruction	Equipment	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading Curriculum, grades K-12, for MTSS.	\$ 27,364	\$ 27,364	\$ -	\$ -	\$ -	96161	Reading curriculum to address learning loss caused by COVID (Phone Call, 5/10/21)

508-1-005-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To maximize the consistency of students being able to access educational resources and instructional support during the school day and from home and to minimize the impact of learning loss due to the COVID-19 pandemic, we need to replace some of our outdated and inefficient instructional technology for students by acquiring 400 ipads, 400 covers, and 8 charging stations.	\$ 137,050	\$ 137,050	\$ -	\$ -	\$ -	96161	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Two computer specialist staff will work an additional 5 days each to set up additional technology.	\$ 3,410	\$ 3,410	\$ -	\$ -	\$ -	96100	

508-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Nurse's Medical Assistant to help with sick students, general paperwork, contact tracing and updating daily dashboard for the district.	\$ 48,468	\$ 48,468	\$ -	\$ -	\$ -	96100	
508-1-008-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	District wide summer institute professional development for Really Great Reading (all staff, including support). Two days training, \$200/day.	\$ 51,672	\$ 51,672	\$ -	\$ -	\$ -	96130	New curriculum to address reading learning loss caused by COVID. Teacher PD days for new curriculum (Phone call 5/10/21)
508-1-009-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replacement of 20 old HVAC units within the district to help utilize the iWave technology.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	96162	Capital Improvement. Allowable if CDC guidelines are met.

508-1-010-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	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	Replace old carpet in rooms that are difficult to sanitize properly and replace with individual carpet tiles.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	96162	Capital improvement, replacing carpet with carpet squares for easier cleaning and sanitizing (Phone call 5/10/21)
508-1-011-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Platforms for communication and distance learning needed for remote students. This includes Seesaw (K-6) and Canvas (7-12).	\$ 26,000	\$ 13,000	\$ 13,000	\$ -	\$ -	96161	Platforms used to sustain communication with parents and students (Phone call 5/10/21). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-012-20210608	Eligible	Direct Allocation	Instruction	Equipment	10. Providing mental health services and supports	Social Emotional Curriculum learning platform provided by Panorama.	\$ 24,800	\$ 12,400	\$ 12,400	\$ -	\$ -	96161	Need to address social emotional concerns caused by COVID (phone call 5/10/21)

508-1-013-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We need to obtain a Zoom subscription to have the ability to meet remotely in large groups such as teacher meetings, board meetings, parent meetings and general classroom education due to COVID-19.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	96161	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-014-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies and PPE.	\$ 40,500	\$ 40,500	\$ -	\$ -	\$ -	96162	Cleaning Supplies for Two years (email 5/11/2021)
508-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program to address learning loss- Two teachers per building, 1 hour/day, \$35/hour, 120 days	\$ 36,170	\$ 36,170	\$ -	\$ -	\$ -	96100	Account name updated per district request
508-1-016-20210608	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Rental of portable staging to provide graduation ceremonies outside for social distancing.	\$ 1,928	\$ 1,928	\$ -	\$ -	\$ -	96160	

508-1-017-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school program for Grades K-6. (4 paras x 4.5 hours/day x \$25/hour x 23 days)	\$ 11,142	\$ 11,142	\$ -	\$ -	\$ -	96131	
508-1-018-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We need to acquire fifty-two 70-inch smart high-definition televisions to directly address and maximize student engagement and viewability for all students. Additionally, these televisions have a clearer, sharper, and better picture to maximize engagement and learning for when teachers provide instruction remotely for any student who is quarantined due to exposure to COVID-19.	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	96161	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-019-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School elementary administrator for grades K-6. (1 administrator x 5 hours/day x \$45/hour x 23 days)	\$ 5,571	\$ 5,571	\$ -	\$ -	\$ -	96100	
508-1-020-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Secondary administrator for grades 7-12 (1 administrator x 6.5 hours/day x \$45/hour x 32 days)	\$ 10,076	\$ 10,076	\$ -	\$ -	\$ -	96100	

508-1-021-20210608	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Supplies necessary for weekly themes for each grade level to provide summer school enrichment opportunities. We are seeing an increase in summer school enrollment due to COVID-19.	\$ 2,100	\$ 2,100	\$ -	\$ -	\$ -	96160	
508-1-022-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Mileage for Summer School Bus Routes (Bus: 35 miles x \$2.75 x 23 days, Suburban: 30 days x \$2.25 x 23 days) This is covering the fuel and maintenance of vehicles used for summer school programs.	\$ 8,366	\$ 8,366	\$ -	\$ -	\$ -	96132	
508-1-023-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salaries (Driver 1: 4 hr/day x 23 days, Driver 2: 3.5 hr/day x 23 days, Driver 3: 6 hr day x 23 days) This is for drivers to pick up and deliver students and to help deliver meals to area students in need due to COVID-19	\$ 8,357	\$ 8,357	\$ -	\$ -	\$ -	96120	

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced- Price Lunch	Total Direct and True Up Allocation	Previously Eligible	Net Change in Requests	Total Requested (Cumulative)	% Requested of Total Allocation	Total Eligible (Cumulative)	% Eligible of Total Requested	Eligible Value Per Student
1	290	Ottawa	2,268	52%	\$ 1,569,755	\$ 1,568,000	\$ (100,000)	\$ 1,468,000	94%	\$ 1,468,000	100%	\$ 647
2	343	Perry Public Schools	747	35%	\$ 324,882	\$ 241,318	\$ 62,259	\$ 303,577	93%	\$ 303,577	100%	\$ 406
3	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	\$ (69,686)	\$ 182,230	71%	\$ 182,230	100%	\$ 287
4	405	Lyons	749	71%	\$ 757,981	\$ 757,981	\$ -	\$ 757,981	100%	\$ 757,981	100%	\$ 1,012
Total			4,400	50%	\$ 2,908,058	\$ 2,819,216	\$ (107,428)	\$ 2,711,788	93%	\$ 2,711,788	100%	\$ 616

ESSER II Change Request

USD	District Name	Data as of
290	Ottawa	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
290-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide summer professional development for staff to address a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to address the learning loss of our students during this pandemic.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	Change request: new line-item
290-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of staff members to work as instruction interventionists within the day to work with math instruction similar to our title reading staff	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	Change request: new line-item
290-1-003-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We would like to purchase touch screen chromebooks for our students to help with intervention especially at home. Our intention is to use digital resources to provide access to parents to help continue learning at home through this digital platform with specific intervention correlated with their child's needs.	\$ 500,000	\$ 500,000	\$ -	\$ -	\$ -	16 E 1000 700 0017 717	Change request: new line-item

290-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Providing an additional 20 minutes to the school day specific to math intervention due to instructional loss because of COVID for all students.	\$ -	\$ -	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	Change request: removal of previously approved line-item 290-1-001 (\$900,000 value)
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ESSER II Change Request

USD	District Name	Data as of
343	Perry Public Schools	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
343-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We added two staff members to help coordinate with classroom teachers, counselors, social workers, and administrators to ensure a higher level of student success. Salaries of these two staff members were paid with SPARK funding, which ended in December of 2020. I would like to use ESSER II funds to cover the salary for these two teachers for through the end of the 20-21 year.. (The last salary paid on Aug 20th payroll.) K-6 Staff 1: \$33,573.36 salary, \$2,685.87 FICA, \$3,798.08 insurance. (\$40,057.31). 7-12 Staff 1: \$18,935.00 salary, \$1,842.12 FICA, \$1,424.28 insurance. (\$22,201.40)	\$ 62,259	\$ 62,259	\$ -	\$ -	\$ -	96095	Change request: new line-item

ESSER II Change Request

USD	District Name	Data as of
396	Douglass Public Sch	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
396-1-001-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Currently, Federal (Title) Funds assist the district in providing MTSS support at the primary level in our elementary school. Due to the loss of instruction and pressure in learning environments, we are wanting to add a MTSS position to our MS/HS staff. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students' success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level.	\$ 60,000	\$ 60,000	\$ -	\$ -	\$ -	95	Change request: cost reduced from \$131,724.80 to \$60K given reduction from two to one MTSS position for previously approved line-item 396-1-001

396-1-002-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, the district will be hiring three (3) MTSS paraeducators to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students.	\$ 39,398	\$ 39,398	\$ -	\$ -	\$ -	95	Change request: cost reduced from \$54,329.46 to \$39,398.40 for previously approved line-item 396-1-002
396-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Kindergarten roundup generated a high number of students coming into the 2021-22 school year. In response the district is hiring a certified staff member to add an additional class to reduce the number of students/staff in each classroom, which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	95	Change request: cost reduced from \$65,862.40 to \$50K for previously approved line-item 396-1-003
396-1-004-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	To reduce class size and assist in spreading out students, 2 paraeducators will be added to our fifth grade classrooms.	\$ 32,832	\$ 32,832	\$ -	\$ -	\$ -	95	Change request: new line-item

ESSER II Change Request

USD	District Name	Data as of
405	Lyons	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
405-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementin g summer learning or enrichment programs	certified salaries for summer school program	\$ 35,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	07E10001 12000026 1	26 teachers Summer School (Phone Call, 4/23/2021). Change request: reduce cost from \$40k to \$35k for previously approved line-item 405-1-005
405-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementin g summer learning or enrichment programs	classified salaries for summer school program	\$ 35,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	07E10001 20000026 1	15 paras Summer school (Phone Call, 4/23/2021). Change request: reduce cost from \$40k to \$35k for previously approved line-item 405-1-006
405-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	substitute teacher salaries for staff quarantined/absent	\$ 76,000	\$ 44,000	\$ 22,000	\$ 10,000	\$ -	07E10001 15000026 1	Change request: reduce cost from \$86k to \$76k for previously approved line-item 405-1-007

405-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	salary to add a paraeducator to support reading and math interventions	\$ 14,000		\$ 14,000			07E10001 22000026 1	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.
405-1-005-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	: defined fringe for additional para to support reading and math interventions	\$ 4,800		\$ 4,800			07E10001 22210002 61	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.

405-1-006-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA/FICM for para to support reading and math interventions	\$ 1,071		\$ 1,071			07E10001 22220026 1	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.
405-1-007-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment for para to support reading and math interventions	\$ 129		\$ 129			07E10001 22250026 1	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.