

## ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES						KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	Total Public School Students	# FRPL students	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	103	Cheylin	144	145.00	84.00	58%	\$ 162,758	\$ 162,758	100%	\$ 162,758	100%	\$ 1,130
2	106	Western Plains	106	108.00	68.00	63%	\$ 106,989	\$ 106,989	100%	\$ 106,989	100%	\$ 1,009
3	226	Meade	336	343.00	156.00	46%	\$ 195,073	\$ 195,073	100%	\$ 195,073	100%	\$ 581
4	231	Gardner Edgerton	5,687	5746.00	1795.00	31%	\$ 1,705,280	\$ 1,705,280	100%	\$ 1,705,280	100%	\$ 300
5	264	Clearwater	1,090	1106.00	320.00	29%	\$ 428,843	\$ 428,843	100%	\$ 428,843	100%	\$ 393
6	265	Goddard	5,856	6172.00	1372.00	22%	\$ 1,755,749	\$ 1,755,752	100%	\$ 1,755,752	100%	\$ 300
7	321	Kaw Valley	1,039	1063.00	367.00	35%	\$ 580,768	\$ 580,768	100%	\$ 580,768	100%	\$ 559
8	378	Riley County	646	653.00	184.00	28%	\$ 259,994	\$ 259,994	100%	\$ 259,994	100%	\$ 402
9	436	Caney Valley	725	739.00	316.00	43%	\$ 557,599	\$ 557,599	100%	\$ 557,599	100%	\$ 769
10	461	Neodesha	690	708.00	422.00	60%	\$ 598,392	\$ 598,392	100%	\$ 598,392	100%	\$ 868
<b>Total</b>			<b>16,318</b>	<b>16783</b>	<b>5084</b>	<b>30%</b>	<b>\$ 6,351,445</b>	<b>\$ 6,351,448</b>	<b>100%</b>	<b>\$ 6,351,448</b>	<b>100%</b>	<b>\$ 389</b>

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

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

**Kansas CommonApp (2020)**

1737-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XYAYmPzX

# 103\_Cheylin\_ESSER II Plan\_0721

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## Applicant details

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**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | USD 103 Cheylin

### Applicant / Mailing Address

PO Box 28  
605 Bird Avenue  
Bird City, KS 67731

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

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

**Applicant / Phone Number** | 785-734-2341

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

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

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## Application details

Full District Name | Cheylin

District Number		103
Mailing Address   Street Address		605 Bird Ave.
Mailing   City		Bird City
Mailing Address   Zip Code		67731
Authorized Representative of the District   Name		Sherri L. Edmundson
Authorized Representative of the District   Email Address		edmundsons@cheylin.com
Authorized Representative of the District   Phone Number		+17857342341
Would you like to additional district representatives to the application?		No

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

COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members, through social/emotional impact because of having to socially distance, wear masks, quarantining, etc. There has been a larger impact on special populations, but not a huge proportionate. We were not out-of-school a large amount of time, but the time we were out of school had a bigger impact on lower income and at-risk students because of lack of accessibility through internet and online connections. The number of students enrolled PK through 12 was 143 for 2020-2021. We anticipate 143 students for 2021-22. ESSER II funds will be utilized for a social emotional curriculum, for extra equipment so that we can socially distance to eliminate risk and exposure, summer school curriculum and staff expenses, salaries for additional staff for the upcoming year to decrease class sizes, and supplies to sanitize effectively.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Sherri L. Edmundson

Date | 07/07/2021

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USD	District Name	Data as of
103	Cheylin	July 19th, 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
103-1-001-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	summer school supplies to help students address specific needs created by the pandemic	\$ 417	\$ 417	\$ -	\$ -	\$ -	60-1000-610-00	
103-1-002-20210810	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Kindergarten iPads and teacher laptops to aide in substantive educational interaction between students and classroom teachers, as well as with assistive technology	\$ 12,480	\$ 12,480	\$ -	\$ -	\$ -	60-1000-700-02	Nme of devices and how the need related to COVID-19; Applicant responded via email: 10 cafeteria tables were purchased to socially distance students - spreadsheet corrected 10 iPads were purchased for Kindergarten to aide in substantive educational interaction between students and teachers 6 teacher laptops were purchased to aide in substantive educational interaction between students and teachers
103-1-003-20210810	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	11A. Planning and implementing summer learning or enrichment programs	STEM supplies for summer learning to help students address specific needs created by the pandemic in science, technology, ELA and math	\$ 115	\$ 115	\$ -	\$ -	\$ -	60-1000-800-00	

103-1-004-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	cafeteria tables to spread students out so they can socially distance to reduce the risk of virus transmission and exposure to health hazards.	\$ 50,340	\$ 50,340	\$ -	\$ -	\$ -	60-2600-700-02	10 tables purchased
103-1-005-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	salaries for teacher associated with summer extended learning	\$ 6,590	\$ 6,590	\$ -	\$ -	\$ -	60-1000-110-00	Program information; Applicant responded via email: Summer school is 2 weeks in duration, utilizing 5 certified teachers giving services to 47 students
103-1-006-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Add staff to lower class sizes for COVID-related safety by increasing physical space	\$ 77,000	\$ 77,000	\$ -	\$ -	\$ -	60-1000-110-00	Number of staff members requested; Applicant responded via email: 1.5 certified staff members were added.
103-1-007-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Add noncertified staff to help lower class sizes and aide with learning loss	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	60-110-120-00	Number of staff members requested; Applicant responded via email: 2 classified staff members were added at .5 each (1 FTE).

103-1-008-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	cleaning supplies to clean and sanitize areas for student and staff safety to eliminate the spread of COVID-related illness	\$ 816	\$ 816	\$ -	\$ -	\$ -	60-2600-680-02	
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**Kansas CommonApp (2020)**

1702-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 106\_Western Plains\_ESSER II Plan\_7-1-21



BWLEPnEw

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.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Western Plains USD 106
<b>Applicant / Mailing Address</b>	100 School Street
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Jeff Michael Jones
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jjones@usd106.org
<b>Applicant / Phone Number</b>	7857312352

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

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

<b>Applicant / Federal EIN (if applicable)</b>	680581244
<b>Applicant / Website Address (if applicable)</b>	www.usd106.org
<b>Fiscal Agent / Name (if applicable)</b>	Jeff Michael Jones
<b>Fiscal Agent / Email (if applicable)</b>	jjones@usd106.org

**Fiscal Agent / Mailing Address (if applicable)**

100 School Street;  
Ransom KS 67572

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Application details

Full District Name	Western Plains
District Number	106
Mailing Address   Street Address	100 SCHOOL ST
Mailing   City	RANSOM
Mailing Address   Zip Code	67572
Authorized Representative of the District   Name	Jeff Jones
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	jjones@usd106.org
Authorized Representative of the District   Phone Number	+17857312352
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 impacts of COVID-19 on the Western Plains School District were significant. Like all schools in the state we lost most of the fourth quarter of in-person education during the 2019-2020 school year. During the 2020-2021 school year different school building went to remote learning at different times during the year. Furthermore, we had several students that were in remote learning throughout all or the majority of the school year. Our English Language Learners seemed to be the most likely impacted by the disruption to our school year. Our ELL students make up just over 20% of our entire student body or 22 students. A significantly greater percentage of these students remained in remote learning throughout the majority of the school year or all of the school year. For this special population there statistically significant drop in their performance as a group on the KELPA test. In comparing scores this past year from 2 years ago, which had relatively been consistent from previous years, the following results were found: just 6% of students scored a the Proficient level as compared to 22%, 17% tested at the Satisfactory level as compared to the 44%, 39% did not demonstrate progress as compared to 16% previously. Furthermore, we saw a slight drop in our overall state math assessments as well but a larger drop in English Language Arts. This could be at least partially explained through the performance of the special population of English Language Learners."

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

Western Plains USD 106 plans to use its direct district allocation primarily through addressing learning loss due to the impacts of COVID-19 and limitations that were placed on the school experience and time missed during the traditional school

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

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

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

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of 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:

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

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

(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 if the local educational agency.

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

## Certification

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

Electronic Signature | Jeff Jones

Date | 06/30/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
106	Western Plains	July 19th, 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
387-1-006-20210810	Eligible	Direct Allocation	Support Services (Students)	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Alows students access for educational programs remotely that our distrct does not have access to that will specifically target students in special populations	\$ 7,115	\$ 7,115	\$ -	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
387-1-007-20210810	Eligible	Direct Allocation	Instruction	Professional - Education Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Provide Training for staff, parents and students on technology use and educational opportunities	\$ 9,000	\$ 9,000	\$ -	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.

387-1-009-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Addition custodial staff for additional cleaning during pandemic	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
314-1-002-20210810	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	Additional ESOL para salary to assist English Language Learners address learning loss	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
400-1-019-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hire IT staff to implement and support additional technology.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
400-1-021-20210713	Eligible	Direct Allocation	Support Services (Students)	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional technology	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.

504-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries/expenses for staff associated with summer extended learning	\$ 12,874	\$ -	\$ 12,874	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.
504-1-004-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extend the length of the school year	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	89	Reviewer relied on Common App description of needs and strategies to address Covid related learning loss.

**Kansas CommonApp (2020)**

1719-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XgJAWVKQ

# 226\_Meade\_ESSER II Plan\_0630

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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** | Meade USD 226

**Applicant / Mailing Address**

| PO Box 400  
| Meade, KS 67864

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

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

**Applicant / Phone Number** | 620-873-2081

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

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

**Applicant / Federal EIN (if applicable)** | 480699227

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

**Applicant / Mission Statement (if applicable)**

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

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## Application details

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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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.

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



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

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

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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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- 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))

[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.

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

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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)

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34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

## Certification

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

Electronic Signature | Kenneth Harshberger

Date | 06/30/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
226	Meade	July 19th, 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
504-1-010-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be offered for PS-8 students for 4 weeks for learners with identified learning loss. 9-12th summer school will be provided for 4 weeks for students who failed classes and have identified learning losses. Individual teachers have also identified students to provided one on one tutoring for up to 30 hours in specific core areas. Testing data and screeners were used to select students. An 8 week PS-12th enrichment program has also been developed to allow for extended learning opportunities and to help with social and emotional health.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	94	

504-1-011-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be offered for PS-8 students for 4 weeks for learners with identified learning loss. 9-12th summer school will be provided for 4 weeks for students who failed classes and have identified learning losses. Individual teachers have also identified students to provided one on one tutoring for up to 30 hours in specific core areas. Testing data and screeners were used to select students. An 8 week PS-12th enrichment program has also been developed to allow for extended learning opportunities and to help with social and emotional health.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	94	
504-1-012-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	94	Allowable if CDC guidelines are met.

504-1-013-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 226 has air quality issues at the Meade High School. The system is 52 years old and because of freezing issues most of the outside air vents to bring in fresh air have been closed off. The district will upgrade the HVAC system throughout the building to improve air quality for students and staff to mitigate the spread of COVID-19 in the high school. An engineer has completed a study to address air quality issues and has been working to design plans to upgrade the HVAC system to meet the ASHREA specifications for indoor air quality.	\$ 120,073	\$ -	\$ 120,073	\$ -	\$ -	94	Allowable if CDC guidelines are met.
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**Kansas CommonApp (2020)**

1597-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ajZJYGka

# 231\_GardnerEdgerton\_ESSER II Plan\_0630

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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.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 231 Gardner Edgerton
<b>Applicant / Mailing Address</b>	231 E Madison Ave, PO Box 97 Gardner, KS 66030
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Pam Stranathan
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	stranathanp@usd231.com
<b>Applicant / Phone Number</b>	9138562000

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

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

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## Application details

Full District Name	Gardner Edgerton
District Number	231



Mailing Address   Street Address	231 E. Madison Street
Mailing   City	Gardner
Mailing Address   Zip Code	66030
Authorized Representative of the District   Name	Jeremy McFadden
Authorized Representative of the District   Position or Title	Director of Finance
Authorized Representative of the District   Email Address	mcfaddenj@usd231.com
Authorized Representative of the District   Phone Number	+19138562000
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 Pre-K through 12 students experienced the need to move to full remote learning in the spring of 2020. For FY 2020-21, USD 231 offered families the options of in-person or choice remote learning to begin the year. After consultation with Johnson County Department of Health and Environment, it was determined students in grades Pre-K through 5 could safely attend beginning in September. Students in fifth grade were allowed to return in November. As COVID levels declined in the spring of 2021, USD 231 returned to full in person learning for all grades. Significant efforts were made by USD 231 to minimize the impact of the pandemic on all students, inclusive of our students with special needs. As stated above, all students, including those with special needs, were offered full in person learning for grades Pre-K through 12. The impacts of COVID on learning and social emotional needs are not fully understood as of this application. We continue to review student information and compare with prior and current data points. We are aware of areas that we either stayed stable or declined slightly.

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

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

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 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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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.

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

2021-22. The retention incentive will be a part of the FY 2021-22 negotiated agreement when ratified by the USD 231 Board of Education.

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

We will continually monitor all student learning through the use of current triangulation of data at all levels. These can include but are not limited to student grades, MAP scores, Acadience Reading and Math progress monitoring, Panorama survey, behavior referral data, attendance, and counselor referral data. The data will be analyzed in using the MTSS model to assess the needs for and implementation of academic, behavioral and social emotional interventions for our students. We anticipate moving students out of Tier 2 and 3 as their performance improves with the interventions and supports provided through use of these funds. In addition, we anticipate an overall increase in academic performance through the interventions and supports provided with these funds.

## Notes on ESSER II application Excel template:

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

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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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(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)

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34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

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

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

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

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

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

## Certification

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

Electronic Signature | Jeremy McFadden

Date | 06/25/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
231	Gardner Edgerton	July 19th, 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
231-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 12,558	\$ 12,558	\$ -	\$ -	\$ -	07 E 1000 110 0819 002	Specifics in Common App
231-1-002-20210810	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 102,348	\$ 102,348	\$ -	\$ -	\$ -	07 E 1000 210 0100 000	Specifics in Common App
231-1-003-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING AND TEACH ON PLAN PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 58,170	\$ 58,170	\$ -	\$ -	\$ -	07 E 1000 220 0100 000	Specifics in Common App

231-1-004-20210810	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 704	\$ 704	\$ -	\$ -	\$ -	07 E 1000 290 0100 000	Specifics in Common App
231-1-005-20210810	Eligible	Direct Allocation	Support Services - General Administration	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	EXTRA DUTY COMPENSATION TO ELEM, MIDDLE, HIGH SCHOOL CERTIFIED STAFF DEVELOP CURRICULUM DELIVERY MODELS FOR REMOTE LEARNING	\$ 6,571	\$ 6,571	\$ -	\$ -	\$ -	07 E 2300 110 0100 002	
231-1-006-20210810	Eligible	Direct Allocation	Student Transportation	Purchased Professional & Technical Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	REGULAR BUS ROUTE SANITATION COSTS PAID TO FIRST STUDENT	\$ 9,405	\$ 9,405	\$ -	\$ -	\$ -	07 E 2700 300 0100 000	
231-1-007-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	EXTRA DUTY COMPENSATION TO CERTIFIED STAFF PROVIDING VIRTUAL HOMEWORK SUPPORT	\$ 33,979	\$ 33,979	\$ -	\$ -	\$ -	07 E 1000 110 0100 003	



231-1-008-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	ADDITIONAL SUB COSTS TO COVER CLASSROOMS DUE TO FFCRA LEAVE	\$ 12,480	\$ 12,480	\$ -	\$ -	\$ -	07 E 1000 110 0100 002	
231-1-009-20210810	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	COVID-BASED CUSTODIAL SUPPLIES & PPE	\$ 110,086	\$ 110,086	\$ -	\$ -	\$ -	07 E 2600 610 0100 002	
231-1-010-20210810	Eligible	Direct Allocation	Food Services Operations	General Supplies and Materials (includes computer 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	CURBSIDE MEAL DISTRIBUTION EXCESS COSTS DURING SCHOOL SHUTDOWNS (SPECIAL PACKAGING MATERIALS, TRAILER RENTAL, FUEL, EQUIPMENT PURCHASES, AND COMMUNICATION COSTS.	\$ 60,971	\$ 60,971	\$ -	\$ -	\$ -	07 E 3100 610 0100 002	

231-1-011-20210810	Eligible	Direct Allocation	Support Services - School Administration	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	ELEM SCHOOL TEACHER REQUESTS FOR CLASSROOM SUPPLIES, CURRICULUM, AND OTHER PURCHASES DUE TO COVID	\$ 17,235	\$ 17,235	\$ -	\$ -	\$ -	07 E 2400 610 0101 002	Provide information regarding materials purchased due to COVID-19; Applicant responded via email: Materials included (but not limited to) Pump sprayer, shower curtains to cover bookshelves from nightly spraying, hooks for shower curtains, handheld scanner & carts to take books to classrooms, white boards and poly envelopes for remote learners, rolling utility carts, webcams, PE tents for shade, remote testing materials, additional health supplies, sit spots for social distancing, speakers for PE class, floor markers, rolling tubs, sit to stand laptop carts, disposable children's masks, plastic gloves, and other smaller supply purchases.
231-1-012-20210810	Eligible	Direct Allocation	Support Services - School Administration	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	MIDDLE SCHOOL TEACHER REQUESTS FOR CLASSROOM SUPPLIES, CURRICULUM, AND OTHER PURCHASES DUE TO COVID	\$ 2,530	\$ 2,530	\$ -	\$ -	\$ -	07 E 2400 610 0801 002	Provide information regarding materials purchased due to COVID-19; Applicant responded via email: Materials included (but not limited to) instructional material purchase for remote learning, \$29.98 Bluetooth headset for remote learning
231-1-013-20210810	Eligible	Direct Allocation	Support Services - School Administration	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	HIGH SCHOOL TEACHER REQUESTS FOR CLASSROOM SUPPLIES, CURRICULUM, AND OTHER PURCHASES DUE TO COVID	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	07 E 2400 610 0901 002	Provide information regarding materials purchased due to COVID-19; Applicant responded via email: Kami App digital classroom software for remote learning

231-1-014-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	ADDITIONAL CUSTODIAL EQUIPMENT PURCHASES FOR EXPANDED CLEANING & SANITATION DUTIES DUE TO COVID, AND ADDITIONAL FURNITURE PURCHASES TO PROVIDE ADEQUATE SOCIAL DISTANCING	\$ 124,474	\$ 124,474	\$ -	\$ -	\$ -	07 E 2600 700 0100 002
231-1-015-20210810	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ZOOM & DOCUSIGN COSTS FOR REMOTE LEARNING AND REMOTE CONTRACT MANAGEMENT; T MOBILE HOT SPOTS FOR REMOTE LEARNERS	\$ 17,936	\$ 17,936	\$ -	\$ -	\$ -	07 E 2200 300 0100 002
231-1-016-20210810	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	CONTACT TRACING SALARY COSTS	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	07 E 2300 120 0100 002
231-1-017-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CERTIFIED TEACH ON PLAN DUE TO REMOTE LEARNING	\$ 2,780	\$ 2,780	\$ -	\$ -	\$ -	07 E 1000 110 0818 002

231-1-018-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CERTIFIED TEACH ON PLAN DUE TO REMOTE LEARNING	\$ 53,542	\$ 53,542	\$ -	\$ -	\$ -	07 E 1000 110 0901 002	
231-1-019-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CERTIFIED PREMIUM PAY RETENTION INCENTIVE-\$1,250 TO RETURN TO TEACH IN FY 2021-22	\$ 577,263	\$ -	\$ 577,263	\$ -	\$ -	07 E 1000 110 0100 004	Revised: Add the \$53,700 (line 21) to this amount. Total \$577,262.89. This request is a partial amount needed. The remaining balance will be requested from ESSER III.
231-2-001-20210810	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 36,580	\$ 36,580	\$ -	\$ -	\$ -	07 E 1000 110 0103 002	
231-2-002-20210810	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 37,061	\$ 37,061	\$ -	\$ -	\$ -	07 E 1000 110 0106 002	
231-2-003-20210810	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 74,317	\$ 74,317	\$ -	\$ -	\$ -	07 E 1000 110 0107 002	

231-2-004-20210810	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 114,509	\$ 114,509	\$ -	\$ -	\$ -	07 E 1000 110 0108 002	
231-2-005-20210810	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 149,700	\$ 149,700	\$ -	\$ -	\$ -	07 E 1000 110 0818 002	
231-2-006-20210810	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHOICE REMOTE LEARNING PROVIDED BY CERTIFIED NEW HIRE POSITIONS	\$ 37,082	\$ 37,082	\$ -	\$ -	\$ -	07 E 1000 110 0819 002	

**Kansas CommonApp (2020)**

1671-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YWjWMLEq

# USD264\_Clearwater\_ESSER Expenditure Reporting

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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#264 Clearwater

**Applicant / Mailing Address**

| PO Box 248

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | ccooper@usd264.org

**Applicant / Phone Number** | 3163506050

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

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

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## Application details

Full District Name | clearwater

District Number | 264

Mailing Address   Street Address	p.o box 248
Mailing   City	clearwater
Mailing Address   Zip Code	67026
Authorized Representative of the District   Name	chris cooper
Authorized Representative of the District   Position or Title	superintendent
Authorized Representative of the District   Email Address	ccooper@usd264.org
Authorized Representative of the District   Phone Number	+16205842091

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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



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

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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 if the local educational agency.

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

## Certification

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

Electronic Signature | Chris Cooper

Date | 06/30/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
264	Clearwater	July 19th, 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
378-1-011-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add an MTSS intervention specialist at each building (3) to provide direct interventions to students to reduce learning loss due to COVID. Will also support staff in the implementation of data based decisions and utilization of evidence based interventions in the classroom for all students to mitigate the effects of learning loss due to COVID.	\$ 263,533	\$ -	\$ 147,440	\$ 116,093	\$ -	07-1000-100-210-000	
378-1-012-20210810	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Health Benefits for an MTSS intervention specialist at each building (3) to provide direct interventions to students to reduce learning loss due to COVID.	\$ 13,320	\$ -	\$ 13,320	\$ -	\$ -	07-1000-213-220-000	
378-1-013-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA / FICM costs for an MTSS intervention specialist at each building (3) to provide direct interventions to students to reduce learning loss due to COVID.	\$ 11,280	\$ -	\$ 11,280	\$ -	\$ -	07-1000-220-225-000	
431-1-001-19000100	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Other Employee benefits / payroll costs for an MTSS intervention specialist at each building (3) to provide direct interventions to students to reduce learning loss due to COVID.	\$ 738	\$ -	\$ 738	\$ -	\$ -	07-1000-290-225-000	

431-1-002-19000100	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	Provide substitute teachers to allow for planning, structuring and implementing the KS MTSS framework and for individual professional development for approved USD #264 ESSER plan interventions and strategies.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	07-1000-110-2100-000
431-1-003-19000100	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	10. Providing mental health services and supports	Add a 7-12th grade counselor to address increasing social emotional and behavioral needs. Will also work to improve the transition from middle to high school.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	07-2120-111-285-000
431-1-004-19000100	Eligible	Direct Allocation	Support Services (Students)	Health and Accident Insurance	10. Providing mental health services and supports	Health Insurance costs to add a 7-12th grade counselor.	\$ 4,800	\$ -	\$ 4,800	\$ -	\$ -	07-2120-213-295-000
431-1-005-19000100	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	FICA / FICM costs to add a 7-12th grade counselor..	\$ 3,366	\$ -	\$ 3,366	\$ -	\$ -	07-2120-220-300-000
431-1-006-19000100	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Other benefits and payroll costs to add a 7-12th grade counselor.	\$ 225	\$ -	\$ 225	\$ -	\$ -	07-2120-290-305-000
431-1-007-19000100	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Purchase digital writing intervention curriculum to reduce learning loss due to COVID-19	\$ 4,598	\$ 4,598	\$ -	\$ -	\$ -	07-1000-650-267-800

431-1-008-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase intervention curriculum to reduce the achievement gap due to learning loss due to COVID-19	\$ 21,254	\$ 21,254	\$ -	\$ -	\$ -	07-1000-610-260-000
431-1-009-19000100	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase an additional 140 Chromebooks to complete the 1 to 1 ratio to avoid the sharing of devices, to utilize for students while in quarantine and to prepare for a possible temporary school closure.	\$ 38,780	\$ -	\$ 38,780	\$ -	\$ -	07-1000-700-210-800
467-1-001-19000100	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide stipends for teacher who complete an approved training and implement the strategies in their classroom. (LETRS modules 1-4 \$1,500 & KS College and Career Framework \$500 / competency)	\$ 14,500	\$ -	\$ 14,500	\$ -	\$ -	07-1000-100-210-000
467-1-002-19000100	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide a 10 day extended contract for a teacher to be used to coordinate, plan, and implement strategies for students post-secondary success. (Post-secondary success coordinator position)	\$ 3,450	\$ -	\$ 3,450	\$ -	\$ -	07-1000-100-210-000

**Kansas CommonApp (2020)**

1717-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



BpymzaAn

# 265\_Goddard\_ESSER II Plan\_0630

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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.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Unified School District No 265, Sedgwick County, Kansas (Goddard)
<b>Applicant / Mailing Address</b>	201 S Main St, PO Box 249   Goddard, KS 67052
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Dr. Justin B. Henry
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	justinhenry@goddardusd.com
<b>Applicant / Phone Number</b>	316-794-4000

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

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

<b>Applicant / Federal EIN (if applicable)</b>	48-0735657
<b>Applicant / Website Address (if applicable)</b>	goddardusd.com
<b>Applicant / Mission Statement (if applicable)</b>	The mission of Goddard Public Schools is to educate all students for lifelong success.



**Fiscal Agent / Name (if applicable)** | Doug Maxwell  
**Fiscal Agent / Email (if applicable)** | dmaxwell@goddardusd.com  
**Fiscal Agent / Mailing Address (if applicable)**  
| 201 S Main St, PO Box 249  
| Goddard, KS 67052

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## Application details

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

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

Specific impacts of the pandemic included the need for more staff, the need to space students in the classrooms as much as possible, and the need for more cleaning supplies and protective equipment. In terms of staff the district hired more than 50 daily call substitute teachers to become full time long-term subs to assure the district had at least the average number of substitute teachers available each day. The district also added 12 C.N.A. positions in support of the nurses on staff to assist in health screenings, along with a new Facilitator for Nursing Services position to oversee those efforts, track positive cases and close contacts, and coordinate information between the various county, state and federal sources and the district's administrative team. Finally, the district worked with parents to create a safer an environment. Parents that could bring their

student to school were encouraged to do so rather than having them ride the bus. Approximately 18% of parents chose a remote option which allowed their student to participate with other students online, which created more space in the traditional classrooms. Masks were mandated for all students and staff, and visitors were not allowed in the school buildings. With these procedures in place Goddard, a district of nearly 6,200 students, was able to provide in-person learning for our pre-K through 8th grade students daily for the entire school year. High school attended every other day until March 26, when all students had the option to attend daily

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# **Local Education Agency (LEA) Assurances**

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

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

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

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

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

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

- Discrimination on the basis of 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.

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[72 FR 3703, Jan. 25, 2007]

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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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§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

## Certification

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

Electronic Signature | Doug Maxwell

Date | 06/30/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
265	Goddard	08/06/2021

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
265-1-001-20210810	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	In order to re-open in the fall of 2020 as well as remain open the district felt it was critical to add long-term substitutes for the year in order to 1) assure adequate staffing for in-person instruction and 2) support remote learning students -	\$ 986,753	\$ 986,753	\$ -	\$ -	\$ -	07 E 1000 115 0000 902	How many substitutes were hired; Response from applicant via email: A total of 56 staff were hired during the year, though not all worked the entire year. I estimate the FTE to be 40.6.
265-1-002-20210810	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Counselors worked extra days planning for the reopening of school in fall of 2020, while adjusting schedules for students who opted for remote learning and at the high school level for the transition to a block schedule with in-person attendance on an every other day basis (until March 26, then daily attendance).	\$ 21,933	\$ 21,933	\$ -	\$ -	\$ -	07 E 2120 111 0000 902	If this line item was planned before the work occurred and was paid out, the district may reimburse the district.

265-1-003-20210810	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Our nurses planned, then staffed an on-site vaccination clinic for all district staff on two separate dates. The district felt offering this opportunity was critical to remaining open throughout the spring of 2021. This was additional time not budgeted and directly related to our Covid-19 response.	\$ 12,837	\$ 12,837	\$ -	\$ -	\$ -	07 E 2130	120 0000 902 If this line item was planned before the work occurred and was paid out, the district may reimburse the district.
265-1-004-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	At the high school level the district has 4 administrative interns who are on teaching contracts but spend a portion of their day assisting with administrative tasks. This cost relates to extra time spent outside their regular contracts assisting with the reopening plan for fall 2020. This was an additional expense not budgeted for that was directly related to the district's Covid-19 response.	\$ 17,271	\$ 17,271	\$ -	\$ -	\$ -	07 E 1000	111 0000 902 If this line item was planned before the work occurred and was paid out, the district may reimburse the district.
265-1-005-20210810	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	To assist with the reopening plan, which included temperature checks of all students as they entered the buildings daily as well as assisting the nurses on staff, the district hired a CNA for each attendance center. These were 12 new	\$ 174,644	\$ 174,644	\$ -	\$ -	\$ -	07 E 2130	120 0000 902 If this line item was planned before the work occurred and was paid out, the district may reimburse the district.



265-1-006-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse the district for Covid-19 leave taken during the 2020-2021 school year due to staff with positive tests or close contacts requiring quarantine	\$ 91,376	\$ 91,376	\$ -	\$ -	\$ -	07 E 1000	111 0000	902	How many days requested; Response from applicant via email: Total days taken was 600, I allocated 288 days on this line (balance on true-up line).
265-2-002-20210810	Eligible	True Up Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse the district for Covid-19 leave taken during the 2020-2021 school year due to staff with positive tests or close contacts requiring quarantine	\$ 100,394	\$ 100,394	\$ -	\$ -	\$ -	07 E 1000	111 0000	902	How many staff members; Response from Applicant via email: Total days taken was 600, I allocated 312 days on this line (balance on original allocation line).
265-2-003-20210810	Eligible	True Up Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse the district for Covid-19 leave taken during the 2020-2021 school year due to staff with positive tests or close contacts requiring quarantine	\$ 66,006	\$ 66,006	\$ -	\$ -	\$ -	07 E 1000	120 0000	902	How many staff members; Response from Applicant via email: Approx 545.6 days (this was for classified staff so leave was taken as hours - total hours = 4,364.74. I divided the total hours by 8 to equal 545.6 days).

265-2-001-20210810	Eligible	True Up Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district had lower ridership due to 1) remote learners and 2) parents encouraged to bring students to school; which allowed for greater spacing on our route buses. This was an important factor in the district minimizing the spread of	\$ 284,538	\$ 284,538	\$ -	\$ -	\$ -	07 E 2710 120 0000 000	Response from applicant via email: As an alternative the district purchased additional licenses related to remote learning via Edgenuity. Total cost for those purchases equalled \$282,348.22. There is additional expense related to hotspot monthly access fees that would zero out the balance of the ESSER II funding for our district. These would fall under reason code 9.
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**Kansas CommonApp (2020)**

1288-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



IdGpRpwj

# 321\_KawValley\_ESSER II Plan\_Submission\_0709

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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** | Kaw Valley USD 321

**Applicant / Mailing Address**

411 W Lasley  
St. Marys, Kansas  
66536

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

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

**Applicant / Phone Number** | 6202724297

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

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

**Fiscal Agent / Name (if applicable)** | Kristy Dyche

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## Application details

Full District Name	Kaw Valley
District Number	321
Mailing Address   Street Address	411 W. Lasley
Mailing   City	St. Marys
Mailing Address   Zip Code	66536
Authorized Representative of the District   Name	Kerry Lacock
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Phone Number	+17854372254.
Would you like to additional district representatives to the application?	No

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

The Covid-19 pandemic has made a huge impact on the students, staff, and patrons of Kaw Valley USD #321. The costs associated with the increased safety protocols and changing learning environments have shifted the priorities and needs in the district budget. The impact on student learning will require additional testing and data collection to fully be measured. Resources will be required for years to come to recover the learning gaps for all students. The gap will be especially hard to recover for the 295 students with special needs. In addition to the learning gaps, our students will need resources to help them deal with social-emotional struggles that are like nothing we have ever faced before. The plan will need to be comprehensive. To effectively recover from the impact of the pandemic it will require planning, time, and resources.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Kaw Valley USD #321 plans to use our ESSER II funds to address the impact Covid-19 has had on our students academic learning, health, safety, security, and social-emotional wellbeing. We have organized our district objective to evaluate all of our school's systems and student individual needs. Utilizing these funds we will address the needs of our students over the next 3 years. We will provide faculty and staff with ongoing training to meet the needs of the students. We will personalize the plan to meet the individual needs of each student. We want to accurately identify individual student learning gaps through testing and data collection. Then we will provide additional interventions and opportunities to address each student's academic needs. This will take into account the need to provide a healthy, safe, and secure learning environment where each student can thrive. We will use these funds to recruit and retain quality faculty and staff at all level's. With the additional nursing staff, we will monitor students' health as well as provide additional nutrition and wellness education. Through the efforts of our custodial and maintenance staff, will also continue to provide the cleanest and safest facilities possible. We will also address each students social-emotional needs through periodic screening and commitment to social-emotional and character development curriculum implementation. We want our plan to be structured to determine its impact while flexible enough to allow the students to meet individual goals.

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

The district plans to monitor the effectiveness of the ESSER II funds through the impact they have on the whole student. We will test for mastery of basic essential academic skills. We will monitor growth in academics as well as student health. We will evaluate the student's social-emotional well-being through screening and a social-emotional referral system. With the additional nursing staff, we will be able to monitor our school populations health in greater detail.

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature | Kerry Lacock

Date | 07/09/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
321	Kaw Valley	July 20, 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
321-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Sign on incentive all employees	\$ 137,500	\$ -	\$ 137,500	\$ -	\$ -	14	Per applicant, Object Code should include 110 and 120. Per applicant, All full time employees will receive a 1 time \$500 premium.
321-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	2 nursing aides position (salary)	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	14	Per narrative, with the additional nursing staff, we will monitor students' health as well as provide additional nutrition and wellness education.
321-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Intervention teacher (lowering student teacher ratio) teaching positions	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	14	Per applicant, We will have one additional teacher at SMGS and 1 additional teacher at RGS. this will be 2.0 FTE. These will be utilized to identify student learning gaps sustained during the pandemic. The teachers will then provide small group intervention to make up the learning loss caused by Covid and the disruption to learning services.

321-1-004-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Success Recovery- Pay for Teachers, Para-Professionals, and Administration	\$ 85,000	\$ 85,000	\$ -	\$ -	\$ -	14	Per applicant, Object Code should include 110 and 120. Per applicant, We will be offering extended learning opportunities to students at all grade levels K-12 during the months of June and July who have had set backs in their education due to Covid. These set backs could be social emotional, academic, or any other student wellness measure. Summer school (4 locations): 12 Teachers, 10 Paras, 6 Admins, 160 students, 8 weeks, 4 days a week, 4 hours a day.
321-1-005-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	AfterSchool Assistance Program (ASAP) Teacher and Para-Professional Pay	\$ 21,888	\$ -	\$ 21,888	\$ -	\$ -	14	Per applicant, Object Code should include 110 and 120. Per applicant, Our After School Success Program (ASAP) will provide students Extended learning opportunities after school hours during the school year. Students at all grade levels K-12 who have had set backs in their education due to Covid will get additional opportunities to work towards social emotional, academic, or any other student wellness goals. This will be during the SFY 2022.
321-1-006-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Testing to Identify Learning gaps created by Pandemic, AIMS Web +, ESGI, NWEA	\$ 14,594	\$ 14,594	\$ -	\$ -	\$ -	14	
321-1-007-20210810	Eligible	Direct Allocation	Other Support Services (would include room and board for Special Education students)	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	Social-Emotional Curriculum-Second Step	\$ 4,518	\$ 4,518	\$ -	\$ -	\$ -	14	Per narrative, The Covid-19 pandemic has made a huge impact on the students, staff, and patrons of Kaw Valley USD #321. In addition to the learning gaps, our students will need resources to help them deal with social-emotional struggles that are like nothing we have ever faced before. We will also address each student's social-emotional needs through periodic screening and commitment to social-emotional and character development curriculum implementation.

321-1-008-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student and staff Chromebooks/computers	\$ 151,055	\$ -	\$ 151,055	\$ -	\$ -	14	Per applicant, Due to Covid, Students have missed and will miss many school days due to illness, quarantine, and isolation. to ensure that students will be able to communicate with teachers and their peers we will provide individual devices for students to continue learning during these absences. Further, the individual devices prevent possible Covid transmission by avoiding sharing of devices, and they will enhance the district's ability to address closing Covid learning loss by enhancing individual student needs, whether academic or social emotional.
321-1-009-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Reimbursement for hazard pay for Food Service and Maintenance staff from 2020 and 2021	\$ 3,213	\$ 3,213	\$ -	\$ -	\$ -	1	Per applicant, The district paid a \$2 an hour Hazard pay to the food service and custodial department from March to August of 2020. The district is requesting to be reimbursed for that money in the amount of \$3213.
321-1-010-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Powerschool-Analytics add on-Ability to assess student wellness of every student at any point in time.	\$ 18,000	\$ 18,000	\$ -	\$ -	\$ -	4	Per narrative, The impact on student learning will require additional testing and data collection to fully be measured. Resources will be required for years to come to recover the learning gaps for all students. The gap will be especially hard to recover for the 295 students with special needs. In addition to the learning gaps, our students will need resources to help them deal with social-emotional struggles that are like nothing we have ever faced before. We want to accurately identify individual student learning gaps through testing and data collection. Then we will provide additional interventions and opportunities to address each student's academic needs. This will take into account the need to provide a healthy, safe, and secure learning environment where each student can thrive. Per applicant, Due to Covid, many students will have struggles returning to a more traditional learning environment. Powerschool analytics will allow us to track overall student wellness over the years to come. We will be able track individual student Grades, Attendance, Social-emotional health, Physical health, discipline, Engagement, and Participation in the form of a wellness score. If students are struggling in any of these areas after their return to school after the pandemic we will be able to monitor them closely and provide them with the needed support.

**Kansas CommonApp (2020)**

1500-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rxbWGwQl

# 378 Riley County ESSER II Plan 0623

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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.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	UNIFIED SCHOOL DIST NO 378
<b>Applicant / Mailing Address</b>	PO Box 326; 204 W. Kansas Riley, KS 66531
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Sandy Glessner
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	sandyglessner@usd378.org
<b>Applicant / Phone Number</b>	785-485-4000

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

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

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## Application details

Full District Name	riley county
District Number	378

Mailing Address   Street Address	204 w. kansas
Mailing   City	riley
Mailing Address   Zip Code	66531
Authorized Representative of the District   Name	clifford williams
Authorized Representative of the District   Position or Title	superintendent
Authorized Representative of the District   Email Address	cwilliams@usd378.org
Authorized Representative of the District   Phone Number	+117854854000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	sandyglessner@usd378.org
Other District Representative 2   Email Address	jlarson@usd378.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 offered on-campus and remote learning platforms during the 2020-21 school year. Overall, the majority of our students made progress throughout the year. However, we had a group of students that did not progress like their peers. At our grade school- 86/465 students scored in the Somerisk or Highrisk category on the math assessment in the fall. Only 23 of those students tested at grade level in the spring. On the reading assessment, 37/465 scored at the Somerisk or Highrisk category. Forty-five students scored at the Somerisk levels on the assessment in the spring. At our high school, 20/200 students failed a class, 8 have an IEP. The data listed above is from the Fastbridge Assessment Tool. Our high school student scores on the ACT dropped below the state average in all areas. \n \nOur students also showed social emotional effects from the pandemic. 45/465 students at our PK-8 school tested in the Somerisk category on the Fastbridge Assessment. This rating puts them in an at-risk category. 27/200 high school students rated themselves in the Somerisk category at the beginning of the school year. \n \nOverall, we had a good year considering the challenges from the pandemic. We believe some of our students need some extra practice to get back on grade level or above. Our plan to use the ESSER II funds is simple, but effective as it relates to our needs based off the data

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

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

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

Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

\$15,000 to Purchase PPE, custodial and disinfecting supplies for students and staff (ie- gloves, hand sanitizer, fogging machine, etc)\n\$30,994 Hire an additional custodian to aid in disinfecting our facilities \n\$83,250 Develop an After School Program (3 timesVweek) with Transportation- the goal is to give students extra practice on skills that they have shown are below grade level on our Reading, Math and Social Emotional assessments. Teachers and aides will be hired to work with the students in grades K-12. The team will provide a variety of activities to ensure students master the curriculum. Our district is

made of three bedroom communities that will require us to transport our students to key locations within our district so parents will allow them to participate in the program. \$60,000 Hire an At-risk Teacher- we plan to hire a reading specialist that can assist students during and after school to get them reading at or above grade level. Students will have to qualify for the service much like our Title I program. \$30,000 Purchase a Primary Teacher Aide (classified person)- this person will help monitor students in PK-2 grades so the teacher and/or Reading Specialist can work more closely with students below grade level. He/she can also work with small groups of students in the areas of Reading and Math. \$40,750 Purchase Professional Development/Instructional Coach Services-provide training for our all new and struggling teachers in a one to one/small groups setting to enhance their skills. Specific emphasis will be placed on using John Hattie's research to make more than one year's growth within a school year. This training

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

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

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

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

## **Local Education Agency (LEA) Assurances**

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

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

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

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

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

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

- Discrimination on the basis of 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 if the local educational agency.

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

## Certification

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

Electronic Signature | Cliff Williams

Date | 06/23/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
378	Riley County	July 20, 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
504-1-016-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies for students, staff and visitors (mask, hand sanitizer, wipes, etc); hand dryers	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	73250	Specifics listed in Common App
504-1-017-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies for our current equipment	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	73650	Specifics listed in Common App
504-1-018-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hire an Extra Custodian to disinfect after other custodians clean; purchase supplies for our current equipment; purchase equipment	\$ 30,994	\$ -	\$ 30,994	\$ -	\$ -	73100	

504-1-019-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Before/After School Program; Jump Start with transportation; Summer School	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ -	73050	More information regarding summer school program; Afterschool program specifics listed in Common App, Applicant responded via telephone that there is no jumpstart/Summer School due to construction.
504-1-020-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Before/After School Program; Jump Start with transportation; Summer School	\$ 11,250	\$ -	\$ 11,250	\$ -	\$ -	73100	More information regarding summer school program; Afterschool program specifics listed in Common App, Applicant responded via telephone that there is no jumpstart/Summer School due to construction.
504-1-021-20210713	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Before/After School Program; Jump Start with transportation; Summer School	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	73510	More information regarding summer school program; Afterschool program specifics listed in Common App, Applicant responded via telephone that there is no jumpstart/Summer School due to construction.
232-2-008-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Before/After School Program; Jump Start with transportation; Summer School	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	73300	More information regarding summer school program; Afterschool program specifics listed in Common App, Applicant responded via telephone that there is no jumpstart/Summer School due to construction.

466-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New At-Risk teaching position	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	73050	Specifics listed in Common App
466-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Primary grade teacher aide	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	73100	Specifics listed in Common App
466-1-003-20210713	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Purchase Instructional Coach Services	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	73200	Related to COVID-19; Response from applicant via email: Training our teachers on how to use the evidence-based practices throughout the year will give our staff on-going opportunities to better apply their new learning on a daily basis. This is key when some students will not attend after school programs because of extracurricular activities, jobs, lack of transportation. We know for sure we can help kids make academic and social-emotional growth during the normal school day. The instructional coach will use John Hattie's research to guide the training. She will also work directly with the principals to ensure they understand the strategies and can readily identify them in action while working with teachers.

466-1-004-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Purchase Professional Services for Research based staff development and materials	\$ 20,750	\$ -	\$ 20,750	\$ -	\$ -	73300	Related to COVID-19; Response from applicant via email: Our student data from Fastbridge and Communities that Care surveys showed us our students regressed in social emotional areas. Plus, our counselors and social worker visits and referrals increased. Principals also shared that their numbers increased with more discussions on suicide than over the last three years. Staff will be trained on mental health issues to watch for in students, staff and parents. Provide health care training for administrators and staff (le- Employee Assistance Program from Pawnee Mental Health for staff to make self referrals, bring in local health department experts for training sessions for our staff, etc). Administrators and Directors will receive professional development on addressing mental health for students and staff.
466-1-005-20210713	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11B. Planning and implementing supplemental after-school programs	Transportation vehicle gas	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	73610	
466-1-006-20210713	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New At-Risk teaching position health insurance	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	73150	

**Kansas CommonApp (2020)**

1712-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



wzPQJlyD

# 436\_CaneyValley\_ESSER II Plan\_0629

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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#436-Caney Valley

**Applicant / Mailing Address**

| 700 East Bullpup Blvd, Caney, KS 67333

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Blake A. Vargas

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

**Applicant / Phone Number** | 6208799200

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

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

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## Application details

Full District Name | caney valley school district

District Number | 436



Mailing Address | Street Address | 700 e. bullpup blvd

Mailing | City | caney

Mailing Address | Zip Code | 67333

Authorized Representative of the District | Name | blake a. vargas

Authorized Representative of the District | Position or Title | superintendent

Authorized Representative of the District | Email Address | vargas@caney.com

Authorized Representative of the District | Phone Number | +116208799200

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

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

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

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

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

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

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.  
 Providing principals and others school leaders with the resources necessary to address the needs of their individualn schools.

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

A support specialist will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for who are showing regression due to COVID. This position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss. Health Insurance, Medicare, and Unemployment Tax would be included with this cost. The creation of an After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements. Purchase of updated student devices, as well as software and programs to run on the iPad are vital in addressing learning loss. Academic software such as NearPod, MobyMax, Edgenuity, No Red Ink, and Fastbridge will be vital in assisting our staff. The elementary school has been without a licensed and certified counselor for the past three years, we are adding a halftime counselor to the building, as well as utilizing a school based mental health therapist in order to provide mental health services. The district is planning to provide for three extra days for our certified staff, both teachers and administrators in order to address the learning loss, including a comprehensive look at curriculum through our local lens

BYOC, creating new material, developing strategies for lost learning, and planning for the upcoming school year in order to best address the needs of our students. Covid-19 is a deadly virus without proper cleaning and disinfecting the school is at risk for shutdown and/or remote learning. A summer opportunity for our Prek-6 grade will help close the gap and with new resources the district needs professional development to be fully prepared. Finally, we plan to send our leaders to conferences that will also provide valuable training and resources

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

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

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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 if the local educational agency.

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

## Certification

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

Electronic Signature | Blake A. Vargas

Date | 07/29/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
436	Caney Valley	July 20, 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
436-1-001-20210810	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The Support Specialist in USD#436 Caney Valley will start in the 2021-2022 school year. The individual will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for our elementary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	77-1000-121-000	Need moved to FY2022- Impacts approximately 390 students in grades K-6
436-1-002-20210810	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	\$ 7,699	\$ -	\$ 7,699	\$ -	\$ -	77-1000-210-015	Need moved to FY2022- Health Insurance for support specialist

436-1-003-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security Tax/Medicare New Elementary Support Specialist	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	77-1000-220-015	Need moved to FY2022- Social Security for support specialist
436-1-004-20210810	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment Tax New Elementary Support Specialist	\$ 100	\$ -	\$ 100	\$ -	\$ -	77-1000-260-015	Need moved to FY2022- Unemployment for support specialist
436-1-005-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements in order to close achievement gaps due to Covid.	\$ 7,800	\$ -	\$ 7,800	\$ -	\$ -	77-1000-111-002	Need moved to FY2022- One instructor and the number of kids impacted would be around 100 (our most at-risk)
436-1-006-20210810	Eligible	Direct Allocation	Instruction-Related Technology	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	In order to provide continued connectivity to our students in USD#436 - the purchase of updated student devices, as well as software and programs to run on the iPad are vital in addressing learning loss that occurred as a result of the pandemic. Academic software that will also target learning loss such as	\$ 150,000	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	77-2230-650-000	Removed \$50,000 from SFY2021- Approximately 100 devices and licenses for software (Buying 100 Devices per year to sustain the technology and software).
436-1-007-20210810	Eligible	Direct Allocation	Psychological Services	Regular Certified Salaries	10. Providing mental health services and supports	The elementary school has been without a licensed and certified counselor for the past three years, we are adding a haltime counselor to the building, as well as utilizing a school based mental health therapist in order to provide mental	\$ 126,000	\$ -	\$ 42,000	\$ 42,000	\$ 42,000	77-2140-110-000	Removed \$42,000 from SFY 2021-Total students impacted would be around 400



436-1-008-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district is planning to provide for three extra days for our certified staff, both teachers and administrators in order to address the learning loss among students caused by COVID. This will include a comprehensive look at our curriculum	\$ 168,000	\$ -	\$ 56,000	\$ 56,000	\$ 56,000	77-1000-111-000	Need moved to FY2022- plan interventions to address the loss we have seen due to the impact of Covid
436-1-009-20210810	Eligible	Direct Allocation	Operation of Buildings	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Covid-19 is a deadly virus that can live on surfaces and without proper cleaning and disinfecting the school is at an increased risk for shutdown and/or remote learning. We want to be proactive about our efforts to clean and sanitize the school facilities.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	77-2610-618-000	Removed \$5,000 from SFY 2021-- Supplies for cleaning. Allowable if CDC guidelines are met.
436-1-010-20210810	Eligible	Direct Allocation	Instruction	Summer School	11A. Planning and implementing summer learning or enrichment programs	USD#436 plans to implement an extended summer opportunity for our Prek-6 grade students that will help close the gap that we have seen present in some students due to the impact of the pandemic.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	77-1000-949-000	Removed \$5,000 from SFY 2021-Approximately 5 teachers and around 200 students estimated. Runs month of June, 4 days a week, all day sessions.
436-1-011-20210810	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Development	3. Providing principals and other school leaders with resources to address individual school needs	Nearpod, Edgenuity, Fastbridge, MobyMax, and NoRed Ink, are all resources that would assist our school leaders in addressing the needs of students that have suffered learning loss due to Covid, but would need professional development in these areas to be fully prepared. In addition, we plan to send out leaders to conferences that will also provide valuable training and resources that can be used to directly aid in the disparity that was caused because of the pandemic.	\$ 30,000	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	77-2213-946-000	Removed \$10,000 from SFY 2021- Approximately 63 teachers will participate in this professional development.

**Kansas CommonApp (2020)**

1061-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AjwmXywN

# 461\_Neodesha\_ESSER II Plan\_0325

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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 461 Neodesha

**Applicant / Mailing Address**

| 522 Wisconsin PO Box 88  
| Neodesha, KS 66757

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

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

**Applicant / Phone Number** | 6203252610

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

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

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## Application details

Full District Name | Neodesha

District Number | 461

Mailing Address   Street Address	522 Wisconsin PO Box 88
Mailing   City	Neodesha
Mailing Address   Zip Code	66757
Authorized Representative of the District   Name	Juanita Erickson
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	jerickson@usd461.org
Authorized Representative of the District   Phone Number	+1620325-2610
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	Jhinshaw@usd461.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 461 started school in August on our original start date and we have been in session each day. While we have had staff and students who have had to quarantine, we have managed to keep educating our students. We did have a small number of students who chose to go remotely at the beginning of the school year. Most of our remote families came back to school full time. We have continued to have our staff and students take precautions of wearing masks, washing hands, and using hand sanitizer on a regular basis. Our custodial staff has taken extra cleaning precautions along with our bus drivers and food service staff. We had students who were exposed to the COVID-19 virus who had to quarantine. We had classrooms that had to go to a modified quarantine, but our district never had to shut down or go remotely. We are proud that we were able to make the adjustments necessary to keep our students in school. As a district, we had 30 staff who tested positive during the 202-2021 school year and 61 students. We had 44 quarantined staff and 391 quarantined students. We had 6 classrooms that were placed in a modified quarantine and 175 students in a modified quarantine. Positive persons were isolated for 10 days per the Wilson County Health Department protocol. Quarantined individuals had varied exposure but generally, from relatives unless the whole class was quarantined. Some students/sta were quarantined more than once.

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

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

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

Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Neodesha Schools proposes to use its ESSER II funding to staff additional positions that have been needed during the COVID-19 pandemic. We found out early on that an additional school nurse was necessary and hired one to help oversee the two elementary buildings. The additional lunch server, bus driver, and custodian are necessary due to the additional work needed in all the areas to help meet student needs. Substitutes were very hard to locate during the pandemic so we will contract a long-term substitute who will fill needed substitute positions first. We would like to add a full-time counselor/social worker to help address the social-emotional needs of our students along with a Pre-K 3-Year-Old Classroom Teacher. It became obvious very early on, that our students are lacking the experiences necessary to start school. This is a way to give

our students a jump start on their education and the skills they are lacking due to the pandemic. We will maintain technology upgrades with our 1:1 Chromebooks for our students in grades 1-12 and iPads in Pre-K and Kindergarten. An additional technology position will help keep up with the increased needs of both staff and students. The Greenbush EDTECH Academy Services provides ongoing professional development. We will continue to look at Social-Emotional materials and curriculum that help meet the needs of our students. To help close any learning gaps, MS/HS Summer Credit Recovery classes will be offered in 2022. Community in Schools helps to provide mental health supports to our students and staff. We have allocated funding for an outdoor stage for graduations, outdoor classroom materials, PPE equipment, and cleaning supplies. Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services.

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

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

USD #461 Neodesha KESA Goals are the following:

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

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of 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:

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

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

(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 if the local educational agency.

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

## Certification

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

Electronic Signature | Juanita Erickson

Date | 06/15/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.



USD	District Name	Data as of
461	Neodesha	July 20, 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
461-1-001-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Additional nurse due to quarantine guidelines and tracking and overall health and safety of the students and staff.	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	06-2100-110	Per narrative, "Neodesha Schools proposes to use its ESSER II funding to staff additional positions that have been needed during the COVID-19 pandemic. We found out early on that an additional school nurse was necessary and hired one to help oversee the two elementary buildings"
461-1-002-20210810	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Food Service employee due to different packaging and distribution of food.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	24-3100-120	
461-1-003-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional bus route due to spacing of students and additional cleaning requirements.	\$ 17,000	\$ -	\$ 17,000	\$ -	\$ -	06-2710-120	

461-1-004-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional custodian due to additional cleaning requirements.	\$ 26,000	\$ -	\$ 26,000	\$ -	\$ -	08-2600-121	
461-1-005-20210810	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Full time sub to ensure coverage due to additional teachers out for quarantine or overall additional sick leave due to pandemic	\$ 48,000	\$ -	\$ 48,000	\$ -	\$ -	06-1000-115	
461-1-006-20210810	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	Addition PreK teacher to have an additional classroom to address the unique needs of low-income children	\$ 48,000	\$ -	\$ 48,000	\$ -	\$ -	06-1000-110	Per narrative, "We would like to add a full-time counselor/social worker to help address the social-emotional needs of our students along with a Pre-K 3-Year-Old Classroom Teacher. It became obvious very early on, that our students are lacking the experiences necessary to start school. This is a way to give our students a jump start on their education and the skills they are lacking due to the pandemic."

461-1-007-20210810	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	Additional PreK para to assist in the additional PreK classroom.	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	06-1000-120	
461-1-008-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Additional counselor/social worker at North Lawn to address social/emotional needs.	\$ 48,000	\$ -	\$ 48,000	\$ -	\$ -	06-2100-110	
461-1-009-20210810	Eligible	Direct Allocation	Support Services - Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology upgrades for Chromebooks	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	08-2200-730	Per applicant, 1:1 avoids sharing of equipment and avoids potential spread of COVID.
461-1-010-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional tech position for elementary schools due to 1:1 device throughout district	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	08-2200-120	

461-1-011-20210810	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 cleaning supplies & PPE equipment	\$ 25,664	\$ -	\$ 25,664	\$ -	\$ -	08-2600-610	
461-1-012-20210810	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	10. Providing mental health services and supports	Social Emotional materials/curriculum for services and support	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	06-2100-600	June 22: per applicant, " 2nd Step Social/Emotional Curriculum has been purchased for elementary schools. The Middle School and High School will study and plan to purchase items to support the Social-Emotional needs of our students as a result of the COVID-19 pandemic. This is especially important moving forward as we had another student suicide before school was out. This would be the 3rd student suicide in the four years I have been here. The materials are necessary to help our students and families that are struggling socially, emotionally, and financially. Many of our students come from low socio-economic homes and need continuous supports. This is even a higher need as many of our parents were laid off or not working during the pandemic. A specific program has not been chosen at this time. The team will take Professional Development time this summer and during the fall school year to research and decide on a curriculum and materials that meet our students needs."
461-1-013-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Middle School / High School Summer Credit recovery	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	06-1000-110	Per narrative, "To help close any learning gaps, MS/HS Summer Credit Recovery classes will be offered in 2022."

461-1-014-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Greenbush Specialis in literacy and instruction - Professional Development & Training (Janet Rehmer) to address the needs of special populations.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	06-1000-300	Per narrative, "Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services."
461-1-015-20210810	Eligible	Direct Allocation	Support Services (Students)	Intereducational, Interagency Purchased Services	10. Providing mental health services and supports	Community in Schools (Miranda Carpenter) for mental health services and support	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	06-2100-590	

461-1-016-20210810	Eligible	Direct Allocation	Instruction	Equipment	5. Procedures and systems to improve LEA preparedness and response efforts	Stage for outdoor gradutations to allow more attendees to space out	\$ 10,005	\$ -	\$ 10,005	\$ -	\$ -	08-1000-730	June 22, per applicant, "1) Revision: USD 461 has spent a rather large amount of money on outdoor classroom items and this could be another item to really spruce up the outdoor classrooms that are needed as a result of COVID. It also gives our schools another teaching location and an area to split classes into smaller groups which are highly recommended by the CDC. Anytime we can get students outdoors to learn is a plus, especially during a pandemic. The fresh air is essential to our students as a result of the COVID-19 pandemic." Prior response, per applicant, " The outdoor stage can be used for many items in relation to COVID-19. This stage can be used for outdoor graduation, outdoor plays, outdoor music concerts, and outdoor student presentations of any kind. This stage is portable and will work in conjunction with our outdoor classroom spaces but will elevate students while being on the ground for better viewing purposes of parents and community members who are in attendance. We have added outdoor areas to each of our schools so our students and parents can continue to involved in their child's education even during the COVID-19 pandemic to ensure there is not a learning loss for our students. As noted in our parent surveys given in April 2021, our parents have missed being in the buildings and seeing their child(ren) perform in school events. In thinking outside the box in many areas, we are trying to find ways to prevent learning losses and learning experiences for our students."
461-1-017-20210810	Eligible	Direct Allocation	Instruction	Equipment	5. Procedures and systems to improve LEA preparedness and response efforts	Outdoor classroom materials to develop and implement procedures and systems to improve the preparedness and response efforts of local educations agencies	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	08-1000-730	

461-1-018-20210810	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	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 allows the district to plan impement activities related to COVID-19.	\$ 600	\$ -	\$ 600	\$ -	\$ -	06-1000-800	Per narrative, "The Greenbush EDTECH Academy Services provides ongoing professional development."
461-1-019-20210810	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	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	This will allow the district to plan for remote learning throughout the district.	\$ 8,823	\$ -	\$ 8,823	\$ -	\$ -	08-1000-800	June 22, per applicant, "The School Improvement Services that are provided by Greenbush on a regular basis help us to meet our KESA goals and our District Strategic Plan Goals. We also attend the weekly Superintendent and weekly curriculum meetings so we can ensure we are implementing the Kansas Vision for Education during the COVID-19 pandemic. These services are essential for smaller districts to have access to so we don't have our students or staff fall behind or have a learning loss during the pandemic. We will continue to meet with the =Greenbush staff to implement teaching strategies and activities to ensure that we are meeting state standards and also to ensure there is not a learning loss for our Bluestreak students during the pandemic."
461-1-020-20210810	Eligible	Direct Allocation	Support Services (Students)	Debt Service & Miscellaneous	10. Providing mental health services and supports	Crisis prevention and response will help the district be ready to handle difficult situations as they occur.	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	06-2100-800	Per narrative, "Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services."

461-1-021-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Debt Service & Miscellaneous	10. Providing mental health services and supports	Environment compliance consortium ensures a safe and healthful school environment including indoor quality testing, asbestos inspections, playground safety inspections, etc.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	08-2600-800	Per narrative, "Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services." Per applicant, " This Greenbush Environmental Compliance Consortium is attended monthly by our Director of Maintenance and Operations. Many COVID-19 concerns and strategies are shared and discussed during these meetings with other custodians from around the Southeast Kansas area. This helps to meet item 10 Mental Health Services and Supports by allowing staff to discuss what is working in each district and what is not working in each district on a monthly basis. Greenbush staff also share updated CDC guidelines and important information with this team which then is brought back to USD 461 Neodesha and implemented in our facilities. This helps to ensure that we are keeping our students and staff safe during the COVID-19 pandemic. When staff and students feel safe then teaching and learning can occur, especially during a pandemic. We are doing all we can do to help prevent learning losses for our students. We also want to ensure staff that we are doing all we can do to keep the teaching environment clean and safe during the pandemic."
461-1-022-20210810	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	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 standard will allow the district to prepare for remote learning.	\$ 9,950	\$ -	\$ 9,950	\$ -	\$ -	08-1000-800	Per narrative, "Greenbush has been instrumental in helping smaller schools keep the learning loss to a minimum by offering School Improvement Services, Crisis Prevention & Response Services, Environmental Compliance, and Student Enrichment Services."



461-1-023-20210810	Eligible	Direct Allocation	Instruction	0	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium pay for all staff members of \$500 to be paid once during the 2021-2022 school year to show gratitude to all district employees who put their own health needs aside to keep our schools open to continue education.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	06-1000-118	Per applicant, the incentive regarding the premium pay is staff retention.
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## ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES						KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	Total Public School Students	# FRPL students	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	232	De Soto	7,016	7081.00	748.00	11%	\$ 2,103,557	\$ 1,525,071	72%	\$ 1,525,071	100%	\$ 217
2	266	Maize	7,114	7613.00	1641.00	22%	\$ 2,134,675	\$ 2,134,675	100%	\$ 2,134,675	100%	\$ 300
3	314	Brewster	121	134.00	47.00	35%	\$ 58,546	\$ 58,546	100%	\$ 58,546	100%	\$ 484
4	341	Oskaloosa Public Schools	568	587.00	299.00	51%	\$ 362,808	\$ 255,365	70%	\$ 255,365	100%	\$ 450
5	348	Baldwin City	1,267	1290.00	345.00	27%	\$ 438,341	\$ 438,341	100%	\$ 438,341	100%	\$ 346
6	375	Circle	1,894	1926.00	547.00	28%	\$ 717,550	\$ 717,550	100%	\$ 717,550	100%	\$ 379
7	387	Altoona-Midway	163	165.00	112.00	68%	\$ 172,964	\$ 172,964	100%	\$ 172,964	100%	\$ 1,064
8	429	Troy Public Schools	310	313.00	82.00	26%	\$ 123,350	\$ 123,350	100%	\$ 123,350	100%	\$ 398
9	443	Dodge City	6,772	6930.00	5507.00	80%	\$ 4,566,781	\$ 3,791,498	83%	\$ 3,791,498	100%	\$ 560
10	503	Parsons	1,243	1301.00	945.00	73%	\$ 2,075,087	\$ 718,000	35%	\$ 718,000	100%	\$ 578
11	504	Oswego	433	442.00	279.00	63%	\$ 373,104	\$ 373,104	100%	\$ 373,104	100%	\$ 862
<b>Total</b>			<b>26,900</b>	<b>27782</b>	<b>10552</b>	<b>38%</b>	<b>\$ 13,126,763</b>	<b>\$ 10,308,464</b>	<b>79%</b>	<b>\$ 10,308,464</b>	<b>100%</b>	<b>\$ 383</b>

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

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

**Kansas CommonApp (2020)**

1691-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 232\_DeSoto\_ESSER II Plan\_0623



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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 232 - De Soto

**Applicant / Mailing Address**

| 35200 W. 91st Street  
| De Soto, KS 66018

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | fharwood@usd232.org

**Applicant / Phone Number** | 913-667-6200

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

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

**Applicant / Website Address (if applicable)** | usd232.org

**Applicant / Mission Statement (if applicable)**

| USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.

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## Application details

Full District Name	de soto
District Number	232
Mailing Address   Street Address	35200 w 91st street
Mailing   City	de soto
Mailing Address   Zip Code	66018
Authorized Representative of the District   Name	frank harwood
Authorized Representative of the District   Position or Title	superintendent
Authorized Representative of the District   Email Address	fharwood@usd232.org
Authorized Representative of the District   Phone Number	+19136676200
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	acater@usd232.org
Other District Representative 2   Email Address	mwhite@usd232.org

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of 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:

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

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

(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 if the local educational agency.

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

## Certification

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

Electronic Signature | Frank Harwood

Date | 06/23/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
232	De Soto	08/05/2021

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
232-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for a District Literacy Specialist to help staff provide specialized instruction disrupted due to COVID-19.	\$ 158,493	\$ -	\$ 78,268	\$ 80,225	\$ -	80E10001 10009600 0	
232-1-002-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Salary and benefits for two school nurses to help address increased health care needs in all schools in light of COVID-19 impact; provide support for contact tracing due to COVID-19.	\$ 193,920	\$ -	\$ 96,000	\$ 97,920	\$ -	80E21001 10009600 0	
232-1-003-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary and benefits for a Social Worker to support students with mental health needs that have increased due to COVID-19.	\$ 121,500	\$ -	\$ 60,000	\$ 61,500	\$ -	80E21001 10009600 0	
232-1-004-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salary and benefits for staff providing summer school activities to help students recover credits or skills disrupted due to COVID-19.	\$ 16,179	\$ 16,179	\$ -	\$ -	\$ -	80E10001 10009600 0	

232-1-005-20210810

Eligible	Direct Allocation	Instruction	Technical Services	12. Addressing learning loss among students, including vulnerable populations	Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. Achieve 3000 offers reading comprehension diagnostics and leveled, engaging texts, as well as math resources that extend past basic Algebraic skills.	\$ 29,900	\$ -	\$ 29,900	\$ -	\$ -	80E10003 50009600 0
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232-1-006-20210810

Eligible	Direct Allocation	Instruction	Technical Services	12. Addressing learning loss among students, including vulnerable populations	Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. The ALEKS program will be offered as a Tier 3 math intervention.	\$ 680	\$ -	\$ 680	\$ -	\$ -	80E10003 50009600 0
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232-2-001-20210810

Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for two School Improvement Specialist to coordinate student improvement efforts disrupted due to COVID-19.	\$ 316,985	\$ -	\$ 156,536	\$ 160,449	\$ -	80E10001 10009600 2
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232-2-002-20210810

Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for a half-time At-Risk teacher to assist students that have fallen behind due to COVID-19.	\$ 60,750	\$ -	\$ 30,000	\$ 30,750	\$ -	80E10001 10009600 2
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232-2-003-20210810

Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for two teachers to reduce class sizes at specific grades to allow for more distancing due to COVID-19.	\$ 120,000	\$ -	\$ 120,000	\$ -	\$ -	80E10001 10009600 2
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232-2-004-20210810

Eligible	True Up Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for additional contract days for District Instructional Specialists to provide additional mentoring support to first and second year teachers needed due to learning loss during COVID-19.	\$ 11,360	\$ -	\$ 5,680	\$ 5,680	\$ -	80E22001 10009600 1
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232-2-005-20210810

Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for a District Improvement Specialist for Special Education to help staff provide specialized instruction disrupted due to COVID-19.	\$ 131,625	\$ -	\$ 65,000	\$ 66,625	\$ -	80E10001 10009600 2
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232-2-006-20210810

Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Autism Specialist to help staff provide specialized instruction disrupted due to COVID-19.	\$ 121,500	\$ -	\$ 60,000	\$ 61,500	\$ -	80E10001 10009600 2
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232-2-007-20210810

Eligible	True Up Allocation	Support Services - Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades PreK-2, thus effecting intermediate levels, due to Covid-19.	\$ 93,631	\$ 46,816	\$ 46,816	\$ -	\$ -	80E22001 10009600 2
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232-2-008-20210810

Eligible	True Up Allocation	Support Services - Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Effective PLC's are key in determining and addressing student learning loss due to COVID-19.	\$ 99,000	\$ -	\$ 99,000	\$ -	\$ -	80E22001 10009600 2	Spoke with Supt to obtain additional detail on this item. The district will be paying 2 consultants to provide coaching to building level PLCs to analyze data and create plans to deliver interventions due to learning loss from Covid. Two different consultants; one for elementary, one for secondary. They will work throughout the school year to provide PLC coaching in all buildings in the district.
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232-2-009-20210810

Eligible	True Up Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Due to Covid-19, we have increased emphasis on awareness and monitoring of student social-emotional wellness and development. Additional, updated SEL resources will provide greater accessibility for staff instruction.	\$ 49,547	\$ 49,547	\$ -	\$ -	\$ -	80E10006 10009600 2	
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**Kansas CommonApp (2020)**

1522-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



wqYvYvdw

# D0266 Maize ESSER II Plan

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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** | Maize Public Schools

**Applicant / Mailing Address**

| 905 W Academy Ave  
| Maize, KS 67101

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Dr. Chad Higgins

**Applicant / Email Address of Owner, CEO, or Executive Director** | chiggins@usd266.com

**Applicant / Phone Number** | 316-722-0614

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

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

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## Application details

Full District Name | Maize

District Number | 266

Mailing Address | Street Address | 905 W. Academy Ave

Mailing | City | Maize

Mailing Address | Zip Code | 67101

Authorized Representative of the District | Name | Matt Morford

Authorized Representative of the District | Position or Title | Chief Financial Officer

Authorized Representative of the District | Email Address | mmorford@usd266.com

Authorized Representative of the District | Phone Number | +13167220614

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

The Maize School District proposes the following expenditures to address the needs listed above: Additional staff, including a professional learning coordinator, a district health coordinator, MTSS paraprofessionals, and intervention teachers. Salaries for summer school principals, teachers, paraprofessionals, nurses, and clerical staff. Transportation expenses for summer school. One one-time lump sum premium pay bonus for staff members who worked throughout the pandemic and have



agreed to return for the 21-22 school year. Capturing Kids Hearts Premium subscriptions to support professional learning. NOrtton-Gillingham (science of reading) training for 50 teachers. Graduate tuition for LETRS (Language Essentials for Teachers of Reading and Spelling) Facilitator Training for 12-16 teacher leaders. Mental Health First Aid training of trainers for up to 16 staff members Mental Health First Aid curriculum for all licensed staff members Free credit recovery courses for students School-based health clinic in partnership with the University of Kansas School of Medicine Panorama Education data dashboard subscriptions in Tier 2 and Tier 3 math and reading curriculum resources for secondary schools Salary payments for transportation and food service employees who were paid during remote learning in FY21. Salary payments for employees with COVID-related absences and the substitutes required to fill those absences.

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

## Certification

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

Electronic Signature | Matt Morford

Date | 07/13/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
266	Maize	08/02/2021

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
266-1-001-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Additional CKH tools: Purchase Capturing Kids Hearts Premium for 12 schools in order to improve Tier I interventions in order to support teachers in relationship-building and SEL strategies. This has potential to impact all 7500 students in the district. Data from the BASC/BESS social-emotional screener indicate a need for a tiered system of supports for social-emotional learning/character development. A concerning number of students were identified as having elevated risk and extremely elevated risk due to the COVID pandemic.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	07 E 1000 610 0022 001	Impacts approximately 7600 students and 700 staff members
266-1-002-20210810	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	6th grade MTSS paraprofessionals: Hire 6 paras (at \$15K per year) - work with students in small groups, tiered math and reading interventions. This has potential to impact approximately 200 students in the intermediate schools. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	07 E 1000 121 0022 001	

266-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Intervention Teachers (Int. Schools): Hire 4 teachers (at \$55K per year) - work with students in small classes, focusing on reading and math intervention. This has potential to impact 200 students in the intermediate schools. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.	\$ 220,000	\$ -	\$ 220,000	\$ -	\$ -	07 E 1000 111 0022 001
266-1-004-20210810	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Intervention Paras (Int. Schools): Hire 4 paras (at \$20K per year) - work with students in small groups, tiered interventions. This has potential to impact 200 students per year. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	07 E 1000 121 0022 001
266-1-005-20210810	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Intervention Paras (7-12): Hire 6 paras (at \$20K per year) - work with students in small groups, tiered interventions, develop executive functioning skills - 2 FTE/MS, 1 FTE/HS . Due to the COVID pandemic, our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. This has potential to impact 200 students in the middle schools and approx. 370 students in the high schools.	\$ 120,000	\$ -	\$ 120,000	\$ -	\$ -	07 E 1000 121 0022 001

266-1-006-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	LETRS Training, Orton Gillingham, etc.: Orton Gillingham Training: 50 teachers @ \$500 OG (\$25k) / Subs (\$30k) LETRS Training to become trainers for our teachers: College credit reimbursement (\$45k) The goal is to create a sustainable program for continued training in the science of reading to address early literacy. AIMSweb reading and math scores indicate that early literacy was impacted dramatically by COVID-19. 20-25% fewer K-1 students reached their grade level spring benchmark than in previous years. This will impact approximately 1250 students by building the capacity of their teachers to support early literacy and early intervention.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	07 E 1000 300 0022 001
266-1-007-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Mental Health First Aid: Onsite training to train our own trainers - \$26,000 for 16 staff. (Aug/Sept) / \$4,000 for subs - These trainers will train all teachers during October PD day. The number of referrals to our Mental Health Intervention Team has increased dramatically this spring due to lasting effects of the COVID pandemic. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This would impact 16 trainers and their potential to impact 700+ staff members. The professional learning has the potential to impact all of our 7500 students.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	07 E 1000 300 0022 001
266-1-008-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Dropout prevention: Hire 1 para at MCA & 1 para at CHSM (2 x \$20k). Due to the COVID, our district has identified an increase in the number of high school students who are no longer on track to graduate on time due to failing required courses. This has potential to impact approx. 125 high school students.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	07 E 1000 300 0022 001

266-1-009-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Pay for a course monitor separately to make credit recovery free for the students during Summer 2021 (eliminate \$30/mo). Our district has identified an increase in the number of high school students who are no longer on track to graduate on time due to failing required courses during the COVID pandemic. This has potential to impact approx. 125 high school students.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07 E 1000 111 0022 001	
266-1-010-20210810	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hire additional technology staff to support teaching and learning for those students who must continue learning from home during periods of illness or quarantine due to positive COVID cases. It is expected that the district will have a continuous rotation of students from various grade levels that will need supported by teachers and technology	\$ 45,375	\$ -	\$ 45,375	\$ -	\$ -	07 E 2200 121 0022 001	Hiring one additional staff member
266-1-011-20210810	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	10. Providing mental health services and supports	Hire 'clinical' therapist, 2 mental health liaisons. Due to the lasting effects of the COVID pandemic, the number of referrals to our Mental Health Intervention Team has increased dramatically this spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This has potential to impact approx. 130 5th-12th grade students.	\$ 210,000	\$ -	\$ 210,000	\$ -	\$ -	07 E 2100 110 0022 001	
266-1-012-20210810	Eligible	Direct Allocation	Instruction	Other Purchased Services	10. Providing mental health services and supports	5 half-day on-site health clinics (PCP, psychiatric/therapist, SW, other) in partnership with KU School of Medicine to support physical and mental health of our students created by the COVID pandemic. This has potential to impact approx. 500-1000 students based on a recent community survey.	\$ 228,000	\$ -	\$ 228,000	\$ -	\$ -	07 E 1000 500 0022 001	



266-1-013-20210810	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Hire 3 paras to support mental health and behavior intervention. Due to the lasting effects of the COVID pandemic, the number of referrals to our Mental Health Intervention Team has increased dramatically this spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This has potential to directly impact approx. 50 PreK-4 students.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	07 E 1000 121 0022 001
266-1-014-20210810	Eligible	Direct Allocation	Instruction	Other Purchased Services	10. Providing mental health services and supports	Hire a District Health Coordinator to coordinate health services across the district and throughout community. This position is necessary in order to connect the multitude of services available in the district and to ensure that students are matched with the appropriate service providers that can address concerns created by the COVID pandemic.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	07 E 1000 500 0022 001
266-1-015-20210810	Eligible	Direct Allocation	Instruction	Other Purchased Services	10. Providing mental health services and supports	Train all teachers in Mental Health First Aid during Oct PD day - (Materials estimate). Due to the COVID pandemic, the number of referrals to our Mental Health Intervention Team has increased dramatically this spring. We have consistently received weekly referrals for secondary students either hospitalized or receiving crisis support for mental health concerns. This would impact 700+ staff members. The professional learning has the potential to impact all of our 7500 students.	\$ 19,500	\$ -	\$ 19,500	\$ -	\$ -	07 E 2500 500 0022 001

266-1-016-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School: Elementary staffing & extra duty pay. AIMSweb reading and math scores indicate that early literacy was impacted dramatically due to the COVID pandemic. 20-25% fewer K-1 students reached their grade level spring benchmark than in previous years. Additionally, math scores dropped in comparison to previous years in grades K, 2, and 3. Approximately 500 students benefitted from 45 hours of intervention during the summer of 2021. Each summer school session was held three hours per day, five days per week for three weeks.	\$ 88,000	\$ 88,000	\$ -	\$ -	\$ -	07 E 1000 111 0022 001
266-1-017-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School: Secondary staffing & extra duty pay. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic. State Assessment scores indicate a dip in the area of writing, likely due to the challenges of remote learning. Our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. Approximately 160 students benefitted from 45 hours of intervention during the summer of 2021. Each summer school session was held three hours per day, five days per week for three weeks.	\$ 101,000	\$ 101,000	\$ -	\$ -	\$ -	07 E 1000 111 0022 001

266-1-018-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer School: materials/incentives for summer school (\$500 for 7-12). AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year due to the COVID pandemic. State Assessment scores indicate a dip in the area of writing, likely due to the challenges of remote learning. Our data show there has been an increase of 6-11% in the number of students with failing quarterly grades in our two middle schools and two comprehensive high schools. This is particularly true in math and English classes that were taken during hybrid or full remote learning models. Approximately 160 students benefitted from these materials during the summer of 2021.	\$ 500	\$ 500	\$ -	\$ -	\$ -	07 E 1000 610 0022 001
266-1-019-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Secondary summer staff academy (7-12). Our district has identified an increase in the number of high school students who are no longer on track to graduate on time due to failing required courses throughout the COVID pandemic. Approximately 25 staff members and 160 students were impacted during summer school 2021.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	07 E 1000 111 0022 001
266-1-020-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Panorama adoption to compile student academic and mental health data. This will be used to identify areas of instruction and mental health needs created by the COVID pandemic. This data dashboard will support the work of our MTSS teams and General Education Intervention teams by reporting student academic data and student behavior data all in one place. This expenditure will benefit all 7500 students in the district.	\$ 71,300	\$ -	\$ 71,300	\$ -	\$ -	07 E 1000 610 0022 001

266-1-021-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Int/Middle School MTSS materials to support learning loss created by the COVID pandemic. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year. Approximately 400 students will benefit from this expenditure.	\$ 9,934	\$ -	\$ 9,934	\$ -	\$ -	07 E 1000 610 0022 001	
266-2-001-20210810	Eligible	True Up Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Payments / salary for employees who were absent or could not work due to COVID	\$ 275,000	\$ 275,000	\$ -	\$ -	\$ -	07 E 1000 111 0022 001	142 staff members
266-2-002-20210810	Eligible	True Up Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Payments / salary for employees who were absent or could not work due to COVID	\$ 120,000	\$ 120,000	\$ -	\$ -	\$ -	07 E 2710 121 0022 001	80 staff members
266-2-003-20210810	Eligible	True Up Allocation	Food Services Operations	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Payments / salary for employees who were absent or could not work due to COVID	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	07 E 3100 121 0022 001	58 staff members

266-2-004-20210810	Eligible	True Up Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Int/Middle School MTSS curriculum materials for Tiers 2 and 3. AIMSweb data indicate that very few middle school students moved from Tiers 2 and 3 into Tier 1 during the 2020-21 school year.	\$ 30,066	\$ -	\$ 30,066	\$ -	\$ -	07 E 1000 610 0022 001	
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**Kansas CommonApp (2020)**

1667-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pmKgdZde

# 314\_Brewster\_ESSER II Plan\_0610

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** | Brewster #314

**Applicant / Mailing Address**

| PO Box 220, Brewster, KS 67732

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | shelly.angelos@usd314.com

**Applicant / Phone Number** | 785-694-2236

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

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

**Applicant / Federal EIN (if applicable)** | 48-6013532

**Applicant / Website Address (if applicable)** | usd314.weebly.com

**Applicant / Board Member List (if applicable)**



[20-21 BOE Members & Addre... \(27 KiB download\)](#)

**Fiscal Agent / Name (if applicable)** | Farmers Bank & Trust

**Fiscal Agent / Mailing Address (if applicable)**

| PO Box 219, Brewster, KS 67732

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## Application details

Full District Name | Brewster Unified School District

District Number | 314

Mailing Address | Street Address | 127 Kansas Ave

Mailing | City | Brewster

Mailing Address | Zip Code | 67732

Authorized Representative of the District | Name | Shelly P Angelos

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | shelly.angelos@usd314.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.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

## Certification

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

Electronic Signature | Shelly Angelos

Date | 06/10/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
314	Brewster	8/02/2021

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
314-1-001-20210810	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teacher shortage; we are covering tuition costs for Kansas teachers' education and license.	\$ 30,000	\$ -	\$ 20,000	\$ 10,000	\$ -	7	Per applicant, Teachers are leaving the profession and fewer are entering K-12 teacher education. Some are frightened of COVID and the risks involved with contracting COVID. Many dislike the remote learning platform of COVID and the difficulties involved with remote instruction and learning. Some are frightened or turned off to teaching altogether, due to cultural and social issues that have come to the forefront because of COVID. The politicization of ideology in curriculum and instructional content is another area of concern tied to the aftermath of the COVID pandemic. COVID has NOT been a friend to public education and has negatively impacted K-12 public education across the nation.

314-1-002-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Scotsman Nuget Ice Machine to reduce risk of virus, transmission and exposure to support student health needs.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	7	<p>July 7: Per applicant: The old ice machine was out in the cafeteria for student use and they used it all the time. The old ice machine was removed from use during COVID because of hygiene concerns as we assessed our heightened cleaning needs to combat COVID exposure.</p> <p>The new machine requested for EESER II funds is automated so students don't need to put their hands into the machine, touch a scoop, or touch the ice, or use their personal water bottles to scoop the ice. The machine requested with ESSER II funds has an ice dispenser. The students would not need to open up the ice bin or use an ice scoop. The automated ice machine would offer a no touch solution and address hygiene concerns.</p>
314-1-003-20210810	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School	\$ 13,546	\$ 6,773	\$ 6,773	\$ -	\$ -	7	<p>Per applicant, Students are identified at risk with the option to participate in summer school instruction. Classes are held on Mondays through Thursdays through the months of June and July with in-person instruction. Classes are organized as independent study or in small groups. Instruction ranges from 1 to 3 hours daily, depending on identified needs. Content areas of focus are ELA and Mathematics.</p> <p>2021 Summer School Staff:  3 certified teachers and 1 para  Number of Students:  17 Elementary  3 Junior High  5 High School</p>

**Kansas CommonApp (2020)**

1687-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 341\_Oskaloosa\_ESSER II Plan\_0622



YqVAGKzX

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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 341 - Oskaloosa Schools

**Applicant / Mailing Address**

| 404 Park St.  
| Oskaloosa, KS 66066

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | jpfau@usd341.org

**Applicant / Phone Number** | 785-863-2539

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

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

**Applicant / Federal EIN (if applicable)** | 486034902

**Applicant / Website Address (if applicable)** | www.usd341.org

**Fiscal Agent / Name (if applicable)** | Jon Pfau

**Fiscal Agent / Email (if applicable)** | jpfau@usd341.org

**Fiscal Agent / Mailing Address (if applicable)**

404 Park St.  
Oskaloosa, KS 66066

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## Application details

Full District Name | oskaloosa schools

District Number | 341

Mailing Address | Street Address | 404 park st.

Mailing | City | oskaloosa

Mailing Address | Zip Code | 66066

Authorized Representative of the District | Name | Jon Pfau

Authorized Representative of the District | Position or Title | superintendent

Authorized Representative of the District | Email Address | jpfau@usd341.org

Authorized Representative of the District | Phone Number | +17858632539

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

Other District Representative 1 | Email Address | kheston@usd341.org

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

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



school district all of our students, including special education students have been impacted and we are addressing those needs as well.

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

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

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

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

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

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

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

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

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

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

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

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

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

in response to covid and student learning loss over the past 15 months, we have a well-planned out and organized plan for the 2021-2022 school year and the use of esser ii funds. we will monitor our local academic assessments including aims web results and state assessment results in our elementary building. in our elementary, we are also working to maintain enough teachers to keep class sizes low in the 14-18 student range. this means three grade-level sections instead of two grade-level sections in certain grades to maintain low-class sizes. having an additional counselor/social worker in the district will help the secondary building to lower student and staff anxiety and depression. thus helping students to make better academic gains. we are also looking to implement the tasn training in our jr/sr high building to help use data as it relates to instructional practices to counteract learning loss.

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

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

## **Local Education Agency (LEA) Assurances**

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

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

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

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

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

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

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

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§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

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§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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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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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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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 | Jon Pfau

Date | 06/23/2021

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USD	District Name	Data as of
341	Oskaloosa Public School	08/06/2021

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
341-1-001-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	2. Coordination of COVID-19 preparedness and response efforts	This ties to COVID-19 as we will use this updated system to update parents and students regarding academic updates and events to counteract learning loss. In addition, this will tie back to COVID-19 in communicating with parents as it relates to an outbreak and school shutdown.	\$ 18,340	\$ 9,170	\$ 9,170	\$ -	\$ -	7.3000.3730.000	CommonApp: purchase Apptegy
341-1-002-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	This ties to COVID-19 as we will use these wifi connection services to maintain any remote learner students during the 2021-2022 school year.	\$ 21,372	\$ 16,372	\$ 5,000	\$ -	\$ -	07.3000.3730.000	▪ Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
341-1-003-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 48,000	\$ -	\$ 48,000	\$ -	\$ -	07.2100.5110.000	

341-1-004-20210810	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary FICA contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 3,600	\$ -	\$ 3,600	\$ -	\$ -	07.2100.5 .220.000
341-1-005-20210810	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary unemployment contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 480	\$ -	\$ 480	\$ -	\$ -	07.2100.5 .250.000
341-1-006-20210810	Eligible	Direct Allocation	Support Services (Students)	Workers' Compensation	10. Providing mental health services and supports	This ties to COVID-19 for an additional social worker/counselor salary other benefits contributions. This extra staff will provide additional social-emotional services to students and staff affected by COVID-19.	\$ 360	\$ -	\$ 360	\$ -	\$ -	07.2100.5 .290.000
341-1-008-20210810	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our seven summer school teacher salaries. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 16,800	\$ -	\$ 16,800	\$ -	\$ -	07.1000.5 .100.000

341-1-009-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our nine summer school teacher aide salaries. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 20,520	\$ -	\$ 20,520	\$ -	\$ -	07.1000.5	.120.000
341-1-010-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries FICA contribution. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 2,855	\$ -	\$ 2,855	\$ -	\$ -	07.1000.5	.220.000
341-1-011-20210810	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries unemployment contribution. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 373	\$ -	\$ 373	\$ -	\$ -	07.1000.5	.250.000



341-1-012-20210810	Eligible	Direct Allocation	Instruction	Workers' Compensation	11A. Planning and implementing summer learning or enrichment programs	This ties to COVID-19 for our 7 teachers and nine summer school teacher aide salaries other benefits. The summer school session of 2021 will provide additional reading and math skill building instruction for Kindergarten through 12th grade students who have suffered learning loss over the last 15 months.	\$ 280	\$ -	\$ 280	\$ -	\$ -	07.1000.5	
341-1-013-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	This ties to COVID-19 as we will purchase and install two commercial washers and 4 commercial dryers to address activity practice and game uniform sanitation as well as towel washing sanitation.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	07.2600.5	Applicant Response: Update The requested number of units (2 washers and 4 dryers) is based on need from the various departments (Instruction, Custodial, and Food Service) that could complete the sanitization needs during employee work hours, and the capacity of the equipment available. The cost includes the need for professional installation. (commercial washer and dryers) This request is to meet the following needs: a. Disinfecting and sanitization – the equipment will be used by both our custodial and food service departments to address the elimination of COVID-19 virus by cleaning materials that will be used throughout the school day. Will be two commercial washers and 4 dryers. Set up will be a washer and two dryers in each area. b. Students in physical education classes- the equipment will be used to reduce the spread of COVID-19, as the district will provide towel laundering. It has to do the with capacity of the machines that are available (smaller dryer units). They are putting the equipment in two locations, so this will put a washer and 2 dryers in each location - as per reviewer 7/27/2021

341-1-014-20210810	Eligible	Direct Allocation	Health Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 60,680	\$ -	\$ 60,680	\$ -	\$ -	07.2130.5 .111.000
341-1-015-20210810	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary, FICA contribution. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 4,642	\$ -	\$ 4,642	\$ -	\$ -	07.2130.5 .220.000
341-1-016-20210810	Eligible	Direct Allocation	Health Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary, unemployment benefits. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 607	\$ -	\$ 607	\$ -	\$ -	07.2130.5 .250.000
341-1-017-20210810	Eligible	Direct Allocation	Health Services	Workers Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This ties to COVID-19 for adding a full-time nurse salary, other benefits. This extra staff will provide health and wellness services to students and staff affected by COVID-19.	\$ 456	\$ -	\$ 456	\$ -	\$ -	07.2150.5 .290.000

341-1-007-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	This ties to COVID-19 as we will set up these two canopies (one in elementary and one in jr/sr high) to address social distance needs through additional outdoor classroom space.	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	07.26005 .350.000	<p>Response from applicant: (Outdoor learning space) – would the team reconsider the eligibility of this item for the following reasons:</p> <p>a. Because many of our students are not eligible for COVID-19 vaccinations (at this time) we are planning to continue the CDC recommendations to the best of our ability.</p> <p>b. For the 2021-22 school year USD 341 is creating two outdoor instructional learning spaces. Our buildings are 60 and 47 years old and there are existing interior classrooms that have NO windows. There is no way to get fresh air, and to reduce the level of COVID-19 virus. The outdoor learning spaces will provide teachers a place to instruct student and the canopies will help control environmental factors (heat and rain).</p> <p>c. Our enrollment projections indicate that we will have several larger class sizes and it is difficult to maintain the CDC social distancing requirement. The outdoor learning environment will allow for us to split class sizes throughout the day and assist with social distancing as recommended for COVID-19.</p>
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**Kansas CommonApp (2020)**

1203-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



nemORMen

# 348\_Baldwin City\_ESSER II Plan\_0405

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## Applicant details

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

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**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Baldwin City USD 348

**Applicant / Mailing Address**

| PO Box 67  
| Baldwin City KS 66006

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | cfrick@usd348.com

**Applicant / Phone Number** | 785-594-2721

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

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

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## Application details

Full District Name | Baldwin City

District Number | 348

Mailing Address   Street Address	po box 67
Mailing   City	Baldwin City
Mailing Address   Zip Code	66006
Authorized Representative of the District   Name	Paul Dorathy
Authorized Representative of the District   Position or Title	director of financial operations
Authorized Representative of the District   Email Address	pdorathy@usd348.com
Authorized Representative of the District   Phone Number	+17855942721
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	jhare@usd348.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 348 has approximately 1,400 students PreK-12 enrolled in the 4 attendance centers across the district. These students left for Spring Break on March 5, 2020 and did not return to finish the 2019-20 school year in person. While students had educational opportunities through remote learning, this did not meet the needs for all students. The start of the 2020-21 school year was delayed until September 9, 2021 resulting in further instructional loss. Students participated in learning activities during 2020-21 through in person, hybrid and remote environments. Since the 2018-19 school year, the percentage of students scoring proficient (Level 3 or 4) on the Kansas Assessment has decreased in ELA, Math and Science. At the end of the 2020-21 school year, 42% of students in Grades K-5 were still working on material that was below grade level in Lexia and 77% of students were considered by Lexia to be high-risk at not completing grade level material at the end of the school year. In January, 72% of students in Grades 6, 8, 10, and 12 completed the Kansas Communities that Cares (KCTC) survey (anonymously). Of the students completing the KCTC survey, 37% reported that they felt "so sad or hopeless almost every day for two weeks or more in a row" that they stopped doing some usual activities. This increased 11% over student responses in 2020. The solutions proposed in this plan address academic and social gaps for our students.

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

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

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

meet the needs of each population.

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

Impact of ESSER II funding will be determined by summative scores on the annual Kansas Assessment and Kansas Communities that Cares survey. Progress monitoring will occur throughout the year using FastBridge Assessments, SAEBRS,

and Second Step quizzes to ensure that we are meeting student needs and are on track for meeting our annual benchmark goals. Additionally, we should also see an improvement in individual course grades, decreased credit recovery and increases in our graduation rate.

## Notes on ESSER II application Excel template:

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

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]  
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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



transaction by any federal department or agency.

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature | Cynde Frick

Date | 06/29/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
348	Baldwin City	8/02/2021

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
348-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide Summer school at all schools to address learning loss from COVID. Half days for 4 weeks. 10 teachers	\$ 17,000	\$ -	\$ 17,000	\$ -	\$ -	90-1000-110-00-00	
348-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide aides for summer school	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	90-1000-120-00-00	
348-1-003-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA instructional staff summer school	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	90-1000-220-00-00	

348-1-004-20210810	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	Social workers provide mental health services to students / staff as needed during summer school. One at each school	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	90-2110-110-00-00	
348-1-005-20210810	Eligible	Direct Allocation	Attendance and Social Work Services	Social Security Contributions	10. Providing mental health services and supports	FICA social workers summer school	\$ 500	\$ -	\$ 500	\$ -	\$ -	90-2110-220-00-00	
348-1-006-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer school project based learning supplies and Acellus accounts for high school students if needed	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	90-1000-610-00-00	
348-1-007-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide student transportation for summer school. Four bus routes	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	90-2710-120-00-00	
348-1-008-20210810	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA transportation staff summer school	\$ 500	\$ -	\$ 500	\$ -	\$ -	90-2710-220-00-00	

348-1-009-20210810	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Transportation fuel for summer school	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	90-2730-626-00-00	
348-1-010-20210810	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Lexia and RazKids subscriptions to support student learning loss in reading (tier 2 support). Started subscriptions with CARES funds and need to continue based on state assessments and MAP scores	\$ 10,700	\$ -	\$ 10,700	\$ -	\$ -	90-1000-600-00-00	
348-1-011-20210810	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Resources and materials to support structured literacy. Dyslexia support for Tiers 2 and 3.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	90-1000-600-00-00	

348-1-012-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add two at-risk teachers to address learning loss, one at junior high and one at high school. Tier 3 support, provide resources / instruction for core content classes.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	90-1000-110-00-00
348-1-013-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA at-risk teachers	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	90-1000-220-00-00
348-1-014-20210810	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance at-risk teachers	\$ 13,950	\$ -	\$ 13,950	\$ -	\$ -	90-1000-210-00-00
348-1-015-20210810	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	Life insurance at-risk teachers	\$ 50	\$ -	\$ 50	\$ -	\$ -	90-1000-214-00-00

348-1-016-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In-person tutoring before / after school	\$ 9,300	\$ -	\$ 9,300	\$ -	\$ -	90-1000-110-00-00	
348-1-017-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA in-person tutoring	\$ 700	\$ -	\$ 700	\$ -	\$ -	90-1000-220-00-00	
348-1-018-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Virtual tutoring that students can access 24/7	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	90-1000-300-00-00	
348-1-019-20210810	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Continue extra health aide position for 2021/22. Initially added in 2020/21 due to COVID	\$ 19,500	\$ -	\$ 19,500	\$ -	\$ -	90-2130-120-00-00	

348-1-020-20210810	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	FICA health aide	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	90-2130-220-00-00	
348-1-021-20210810	Eligible	Direct Allocation	Health Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase PPE as needed during 2021/22	\$ 3,320	\$ -	\$ 3,320	\$ -	\$ -	90-2130-610-00-00	
348-1-022-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for additional sanitization as needed during 2021/22	\$ 3,321	\$ -	\$ 3,321	\$ -	\$ -	90-2600-680-00-00	
348-1-023-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase additional sanitization equipment if needed	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	90-2600-700-00-00	



348-1-024-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Second Step subscription will support social-emotional curriculum within the PreK-8 classrooms. Contains lessons for 22 to 28 weeks per year	\$ 23,000	\$ -	\$ 23,000	\$ -	\$ -	90-1000-300-00-00	Description of COVID-19 need provided in Common App.
348-1-025-20210810	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	Hire two additional social workers at junior high and high school for 2021/22. Provide additional help and Tier I social-emotional lessons during seminar	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	90-2110-110-00-00	
348-1-026-20210810	Eligible	Direct Allocation	Attendance and Social Work Services	Social Security Contributions	10. Providing mental health services and supports	FICA additional social workers	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	90-2110-220-00-00	
348-1-027-20210810	Eligible	Direct Allocation	Attendance and Social Work Services	Group Insurance	10. Providing mental health services and supports	Health insurance additional social workers	\$ 13,950	\$ -	\$ 13,950	\$ -	\$ -	90-2110-210-00-00	
348-1-028-20210810	Eligible	Direct Allocation	Attendance and Social Work Services	Life Insurance	10. Providing mental health services and supports	Life insurance additional social workers	\$ 50	\$ -	\$ 50	\$ -	\$ -	90-2110-214-00-00	

348-1-029-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional teacher training, outside of contract day, to support student's learning loss	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	90-2200-110-00-00	
348-1-030-20210810	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA professional development wages	\$ 500	\$ -	\$ 500	\$ -	\$ -	90-2200-220-00-00	
348-1-031-20210810	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Reimburse district for student iPads and cases purchased so student would have one to one devices for 2020/21	\$ 54,000	\$ 54,000	\$ -	\$ -	\$ -	90-1000-700-00-00	Reimbursement year; Applicant responded via telephone: The iPads were purchased FY21. <ul style="list-style-type: none"> <li>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.</li> </ul>

**Kansas CommonApp (2020)**

1918-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XMZeZvRV

# 375\_Circle\_ESSER II Plan\_0728

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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** | Elizabeth Turner

**Applicant / Mailing Address**

| 901 Main Street  
| Towanda Ks 67144

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

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

**Applicant / Phone Number** | 316-541-2577

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

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

**Applicant / Federal EIN (if applicable)** | 48-0724319

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## Application details

Full District Name | CIRCLE PUBLIC SCHOOL

District Number		375
Mailing Address   Street Address		901 MAIN ST
Mailing   City		TOWANDA
Mailing Address   Zip Code		67144
Authorized Representative of the District   Name		ELIZABETH TURNER
Authorized Representative of the District   Position or Title		BUSINESS MANAGER
Authorized Representative of the District   Email Address		ETURNER@USD375.ORG
Authorized Representative of the District   Phone Number		+13165412577
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		dpotter@usd375.org
Other District Representative 2   Email Address		mjanzen@usd375.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 district was very fortunate to continue in-person learning during the 2020-2021 school through the efforts of keeping our students socially distanced, mask-wearing, and extensive cleaning and disinfecting practices throughout the district. However, quarantine and isolation orders, in addition to the closure of schools from March 2020 through May 2020 have caused an increase in the number of our students who experienced learning loss and social emotional concerns. Overall, we nearly doubled the amount of elementary students (112) needing additional time and support through summer school opportunities compared to previous years. Similar results compared to previous years for 7-12 students (115) with failing grades. The social emotional impact has been quite noticeable due to various mitigation efforts along with isolation and quarantines. ESSER II allocation will provide us with instructional and instructional support positions to address academic, mental and physical needs which would be otherwise unaffordable.

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

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

The remainder of our ESSER I funds will be spent on Professional Development to address learning loss due to the COVID 19 pandemic. Also on supplies for remote learning and items to prevent the spread of COVID 19.

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

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 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.

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

The implementation of the Fastbridge platform for universal screening, progress monitoring, reading/math assessments and social emotional behavior assessments. This data will be uploaded to our Panorama platform for authorized individuals in addressing needs. Procedures will be in place for a systematic review of student data on a frequent basis. The Director of Learning/Intervention will be assisting building administration with procedures.

The addition of a Technology Integration Coach will assist our teachers with research based technology instruction techniques to enhance intervention and enrichment. This professional development will result in increased effectiveness with the use of technology as a learning tool.

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

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

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

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

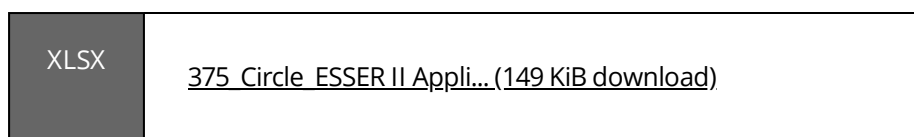
We will rely on heavily on real time data as proof ESSER II allocations are effective. In the area of summer school, the data has already proven a significant impact for students. Fastbridge will be continually updated and reviewed for progress monitoring for both academic and social emotional needs.

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

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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 if the local educational agency.

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

## Certification

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

Electronic Signature

| Elizabeth Turner

Date

| 07/28/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
375	Circle	8/02/2021

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
375-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 375's 137 certified employees will be given \$1000 as premium pay on August 12th. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19	\$ 137,000	\$ -	\$ 137,000	\$ -	\$ -	07E10001 100000	

375-1-002-20210810	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	USD 375's 220 classified employees will be given \$1000 as premium pay on August 12th. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to COVID-19	\$ 220,000	\$ -	\$ 220,000	\$ -	\$ -	07E21001 200000
375-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The addition of a Director of Learning & Intervention is multifaceted with a focus on Essential Learnings, MTSS structures, Professional Development and Social Emotional Learning including interpretation of all data that is gleaned from these areas. This position is necessary due to COVID 19 student learning loss.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	07E10001 101500

375-1-004-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-12. The Summer School program was 4 weeks with 27 staff for K-6 and 12 staff for 7-12.	\$ 48,000	\$ -	\$ 48,000	\$ -	\$ -	07E10001 100500	Half Day program, Summer School took place in June 2021. Impacted 112 K-6 students and 115 7-12 Students.
375-1-005-20210810	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Purchase of Fastbridge platform for universal screening, progress monitoring, reading/math assessments and social emotional behavior assessments. This data will be uploaded to our Panorama platform for authorized individuals in addressing needs. These programs are necessary due in response to COVID 19 and to prepare for any additional COVID 19 effects.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	07E10003 200000	

375-1-006-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Addition of School Nurse position to help with mitigation, contact tracing, communication, reporting, and quarantine protocols.	\$ 66,385	\$ 21,385	\$ 45,000	\$ -	\$ -	07E21001 200000	School Nurse starting January 2021, ends in June 2022
375-1-007-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Full time Substitutes used to cover staff absences due to COVID 19 illnesses or quarantines. They also assisted with class size reduction to help students with learning loss due to COVID 19.	\$ 53,315	\$ 53,315	\$ -	\$ -	\$ -	07E10001 100000	
375-1-008-20210810	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Employee Benefits for the Director of Learning/Intervention & Technology Integration Coach	\$ 23,915	\$ -	\$ 23,915	\$ -	\$ -	07E10002 001500	

375-1-009-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The addition of a Technology Integration Coach to assist teachers with technology as a learning tool. With the pandemic, many technology platforms are now being used to better understand student learning and intervention. This position will provide a resource to ensure these tools are being used to address learning loss and provide immediate intervention.	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	07E10001 101500
375-1-010-20210810	Eligible	Direct Allocation	Instruction	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employee Benefits for Premium Pay for Certified Employees	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	07E10002 000000
375-1-011-20210810	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employee Benefits for Premium Pay for Classified Employees	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	07E21002 000000

375-1-012-20210810	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Eleven student transportation staff needed for four weeks to transport students to attend Summer School. Summer School was needed to aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-12.	\$ 9,400	\$ -	\$ 9,400	\$ -	\$ -	07E27001200000	Summer School took place in June 2021. Impacted 112 K-6 students and 115 7-12 Students.
375-1-013-20210810	Eligible	Direct Allocation	Student Transportation	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Employee Benefits for Summer School student transportation	\$ 750	\$ -	\$ 750	\$ -	\$ -	07E27002000000	Summer School took place in June 2021. Impacted 112 K-6 students and 115 7-12 Students.
375-1-014-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Summer school supplies. Summer School was needed to aid in the learning loss that COVID 19 has contributed to within our district. We expanded our Summer School program to include all levels, K-12.	\$ 785	\$ -	\$ 785	\$ -	\$ -	07E10006100500	Summer School took place in June 2021. Impacted 112 K-6 students and 115 7-12 Students.



**Kansas CommonApp (2020)**

1658-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DEMerend

# 387\_Altoona\_ESSER II Plan\_0603

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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** | Altoona USD 387

**Applicant / Mailing Address**

| 20584 US 75 Highway, Buffalo, KS 66717

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

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

**Applicant / Phone Number** | 6205377721

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

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

**Applicant / Federal EIN (if applicable)** | 48-0721022

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

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## Application details

Full District Name		altoona
District Number		387
Mailing Address   Street Address		20584 us 75 highway
Mailing   City		buffalo
Mailing Address   Zip Code		66717
Authorized Representative of the District   Name		steve parsons
Authorized Representative of the District   Position or Title		interim superintendent
Authorized Representative of the District   Email Address		ralmond@usd387.org
Authorized Representative of the District   Phone Number		+116205377721
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		bkaempfe@usd387.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 learning environment of USD 387 was impacted by COVID during the 20-21 school year even though it was only necessary to revert to total remote instruction for two weeks during the year. This was in addition to the mandatory remote learning from March to May of 2020. Students and staff were absent from school throughout the year due to COVID infections and also due to quarantine. Some missed several weeks of school due to multiple quarantine periods. In grades K-5, according to Aimsweb-Plus fall benchmark scores, we have seen an 11% increase (32% to 43%) in students identified as high at risk in reading and a 9% increase (29% to 38%) in math. Our district has a low socio-economic status (66% of our students qualify for free or reduced lunches) and the district has experienced little parental involvement with the remote learning when it was required due to student absences. The increase in behavioral issues with students is believed to be related to the instability of some students having to switch back and forth from remote in in person learning. The learning loss experienced during this time of COVID will be addressed with additional instructional interventions.\n\nThe district has 170 students enrolled and learning was impacted for all students because of the inconsistency of the learning environment. The learning loss is the biggest concern related to the COVID 19 epidemic. It is understood that regaining that learning loss will require extra instruction and more personalized learning opportunities for students

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

To address learning loss due to COVID and to support students who are struggling academically and or socially and emotionally, the district will provide four weeks of summer school for students in grades K-5. Currently over 50% of the

students plan to attend. The district plans to employ a full-time math/reading teacher aide during the 21-22 school year to assist students individually during the school year. In grades 6-8, the current after school tutoring program will be expanded to provide additional support for those students who are struggling academically or who are falling behind in their daily classwork. The district believes that early learning is very beneficial to getting students started on a positive academic and social/emotional track. A preschool program will be provided for three and four year old children, even though the district did not receive a KPP grant to fund this program, The district believes that combining grade level classes would be detrimental to meeting the needs of each child even though the class enrollments are low. For this reason, the district has maintained one teacher per grade level so that each teacher can focus upon the learning objectives of one grade. The district will continue to use software and online technology to meet the individual needs of each student and monitor their learning progress. The district will purchase licenses for Acellus, Lexia and Moby Max to assist in individualizing instruction since we are a small district with limited staff. It is expected that additional PPE equipment and sanitation materials will be required to maintain a safe learning and teaching environment. Many of the strategies that are planned involve more personalized adult to student interaction and support. We believe this established a friendly and supportive learning environment which will be conducive to student success

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use state assessment scores, Aims Web, Acellus, Lexia and Moby Max to evaluate the impact of these interventions. Mid-term and semester assessments, which will be developed during the summer workshop, will be used to track student learning and determine if and when additional interventions are needed. At the secondary level, teachers and administration will monitor weekly the completion of homework assignments to ensure that students do not fall behind. This will help to identify students who are struggling with the learning objectives which are being taught at that time. Teachers will identify students who they believe are struggling academically and/or socially or emotionally and the administration, counselor and teacher will determine what interventions should be implemented for each individual child.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

## **Local Education Agency (LEA) Assurances**

### **Section I. General Grant Assurances for Federal Funds**

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Steve Parsons

Date | 06/15/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
387	Altoona-Midway	8/02/2021

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
387-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The district will provide four weeks of summer school for students in grades K-5. Instructional interventions will be provided to offset learning loss and get the students prepared to begin the new year.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	80	Per narrative, "To address learning loss due to COVID and to support students who are struggling academically and or socially and emotionally, the district will provide four weeks of summer school for students in grades K-5. Currently over 50% of the students plan to attend."
387-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district will hire a full time math/reading teacher aide for grades K-5. This person will work with students who are struggling with learning or who have fallen behind in their learning due to COVID or any other reason.	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	80	



387-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district will maintain one teacher per grade level at the elementary school despite low enrollment as combining classes would be detrimental to student learning and addressing learning loss and students who are struggling academically as well as socially and emotionally	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	80	
387-1-004-20210810	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Provide health insurance to those teachers and aides whose salaries are paid with ESSER II funds.	\$ 13,000	\$ 5,000	\$ 8,000	\$ -	\$ -	80	

387-1-005-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Purchase licenses for software programs (Acellus, Lexia, Moby Max) which will be used to individualize and enhance instruction for students who experiencing learning loss and to monitor student acadmic progress. This will also be used for students who have fallen behind with credits needed for graduation.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	80	
387-1-006-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Provide a full time teacher aid to work with the Pre-K program.	\$ 13,000	\$ -	\$ 13,000	\$ -	\$ -	80	July 9: Per applicant, The application actually covers Pre-K through grades 12. We consider the Pre-K program the initial step in the schools formal education process for the students. Those students in the Pre-K program benefit by being better prepared for the kindergarten class. One of the primary areas addressed in the Pre-K program is social and emotional development. COVID has created even greater social and emotional challenges for these young children and the Pre-K program will be very beneficial in addressing this area as well as assisting in preparing them for academic success by exposure to a structured learning environment. The low socioeconomic status of the community means that three and four year old children do not have access to a structured environment conducive to early childhood development. This program provides that opportunity and contributes to student preparedness for entering kindergarten. COVID has disrupted the home environment of many children and this Pre-K program is even more needed than during the pre-COVID time. This program will be provided for three and four year old children. The school district did not recieve KPP grant to fund this program. This is a request to address the lost of funding.

387-1-007-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Maintain a Pre-K program for 3 and 4 year old children. This program will address both academic and social and emotional developmental issues before they begin Kindergarten. These will be half day programs for 3 year old and half day for 4 year old children. One certified teacher will be employed.	\$ 36,000	\$ -	\$ 36,000	\$ -	\$ -	80	See Row 387-1-006-20210810
387-1-008-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide teacher aid support for students who are struggling academically or who have fallen behind in the Middle School and High School. This person will support the students in their school work and assist in the use of the online learning resources.	\$ 27,000	\$ -	\$ 27,000	\$ -	\$ -	80	Per narrative, "The learning loss is the biggest concern related to the COVID 19 epidemic. It is understood that regaining that learning loss will require extra instruction and more personalized learning opportunities for students."

387-1-009-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide time for staff, during a summer curriculum workshop, to develop midterm and semester assessments to monitor student academic progress and also to ensure that the curriculum and instruction is aligned throughout the district.	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	80	July 9, per applicant, The monitoring of student academic progress is important to identify those who have fallen behind due to COVID or other reasons. Should the epidemic continue it will be necessary to monitor academic progress in the coming year and possibly beyond. The teachers will develop assessments which will be used as mid-term and semester measures of the student's academic process. The process of developing these assessments will also give the staff the opportunity to make sure that the curriculum is aligned and we are both teaching and assessing the correct curriculum. These assessments will identify where students have fallen behind the expected academic level due to COVID or for any reason and will be used for focused intervention by teachers and teacher aides. Per narrative, "The district has 170 students enrolled and learning was impacted for all students because of the inconsistency of the learning environment. The learning loss is the biggest concern related to the COVID 19 epidemic. It is understood that regaining that learning loss will require extra instruction and more personalized learning opportunities for students." "Mid-term and semester assessments, which will be developed during the summer workshop, will be used to track student learning and determine if and when additional interventions are needed."
387-1-010-20210810	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies and material necessary to maintain a safe and sanitary learning environment	\$ 1,964	\$ -	\$ 1,964	\$ -	\$ -	80	

**Kansas CommonApp (2020)**

1546-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VOYZbmez

# 429\_Troy\_ESSER II Plan\_0712

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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** | Troy Schools

**Applicant / Mailing Address**

230 West Poplar  
Troy KS  
66087

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Patrick McKernan

**Applicant / Email Address of Owner, CEO, or Executive Director** | pmckernan@troyusd.org

**Applicant / Phone Number** | 785-985-3950

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Federal EIN (if applicable)** | 48-6026344

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Application details

Full District Name	Troy Schools USD
District Number	429
Mailing Address   Street Address	30 W Poplar St,
Mailing   City	Troy
Mailing Address   Zip Code	66087
Authorized Representative of the District   Name	Patrick McKernan
Authorized Representative of the District   Position or Title	superintendent of schools
Authorized Representative of the District   Email Address	mestes@troyusd.org
Authorized Representative of the District   Phone Number	+117859853950
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 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. Additionally, we had five pre-school students not attend school during the 2020-2021 due to COVID-19 pandemic restrictions. These students do tentatively plan to attend kindergarten for the 2021-2022 school year. To respond to student learning loss caused by the COVID-19 pandemic, we have hired 3 additional classroom aids at a cost of \$43,821, and we split a classroom and hired an additional certified teacher at a cost of \$38,513 plus benefits. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year. We have since caught many of those kids up with 91% of K-6 students improving one grade level in Lexia. To help accomplish this, we did purchase Lexia Power Up and Core 5 for our K-8 students, IXL for our math department, and ALEKS for our High School students

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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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 ESSER I SPED funding was used to pay Covid sick leave and related costs, \$1,641. \$355 was used for purchasing educational technology, \$3648 was used to address the unique needs of children with disabilities, \$365 for sanitation and minimizing the spread. ESSER 1 Special Education money has all been spent. \n\nOur plans for the remaining ESSER I funding are as follows:\n\nLexia Core 5 and Power Up 3 year subscription. This will address learning loss in the English language arts area, specifically in phonics. nWe purchased Souday Essentials for our Title I students.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

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 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 plans for the ESSER II funding are as follows. We will hire an additional Title I aid for our K-8 students. (approx..\$15,000) 3,4, 12 We will hire one additional staff member at our middle school. Move our 6th grade to our middle school, which will cause us to move at least one staff member. We will hire an additional regular education classroom aid for the middle school to address learning loss. We anticipate a cost of \$65,000 for an additional teacher and regular education classroom para. (Use \$21,346 for additional teacher) 3,4, 12 We will purchase SONDAY Essentials for K-5 staff and students. This will be a reinforcement to our phonics and reading instruction. (\$6,040) 3,4,9,12 We will be purchasing ten MacPro laptops for student use during the school year. These will be portable devices students to can take home if needed to work on specific course work. (\$26,000) 3,4,8 We will offer all staff a one-time premium pay bonus for anticipated extra duty for the 2021-2022 school year. We anticipate teachers and building administrative assistant needing extra work time to help with remote learning situations. We anticipate extra cleaning and sanitizing time involved for our custodians and maintenance staff. (\$19,000) 2,8,16 We will be purchasing air purifiers for each classroom, office, and areas where students and staff work in small groups or one on one. (\$6,000) 13,14 We will replace the HVAC system at the Troy Middle School at an estimated cost of \$30,000.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 429 is committed to be data driven. We will use pre-screeners for students multiple times during the school year for our K-10th grade students. Our staff will be trained using the Fastbridge assessment system as one screener measurement. We will also use the Fastbridge social emotional screener, the SAEBRS tool, to measure, monitor, and respond to social emotional health and well-being needs of our students. This will be completed by staff twice during the school year. We are monitoring our Kansas Assessment data and we have goals to see those scores increase. We will use Lexia Core 5 and Lexia Power Up data to determine and report student progress. Reflex Math will be used in our K-5 building for help with math fluency and math facts. We are implementing the Soday System Essentials and our special education department will be using the Soday Interventions to meet the needs of each student.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

## **Local Education Agency (LEA) Assurances**

### **Section I. General Grant Assurances for Federal Funds**

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:



- Discrimination on the basis of 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:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Patrick McKernan

Date | 07/12/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
429	Troy Public School	8/02/2021

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
429-1-001-20210810	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will hire an additional Title I aid for K-8 students.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	06-1000-121	Per narrative, USD 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year.
429-1-002-20210810	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will hire an additional staff at the TMS	\$ 21,346	\$ -	\$ 21,346	\$ -	\$ -	06-1000-111	Per narrative, USD 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year.
429-1-003-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	SONDAY Essentials for our K-5 students and staff	\$ 6,004	\$ -	\$ 6,004	\$ -	\$ -	08-1000-650	Per narrative, USD 429 students have experienced learning loss during the 2020-2021 school year due to the COVID-19 pandemic. According to our 2019 Fall to 2020 Winter MAP scores, we did not see the growth that we anticipated in our core grade level classes, specifically in reading and math. Our scores actually show a decline in some key areas. Our Pre-Test for Lexia scores did show a decline over last Spring to the first few months of the 2020-2021 school year.

429-1-004-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Purchase of Macbook Pros for student use	\$ 19,200	\$ -	\$ 19,200	\$ -	\$ -	08-1000-650	Per applicant, The MacPro laptops address Covid related learning loss by allowing students an enhanced academic experience to individualize plans and work on academics outside the classroom in order to close the achievement gaps. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
429-1-005-20210810	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for All Staff	\$ 25,800	\$ -	\$ 25,800	\$ -	\$ -	06-1000-113	Per applicant, 35 full time employees x \$600=\$21,000; 8 employees on 10 month work contract x \$450=\$3,600; 4 employees on 9 month work contract x \$300=\$1,200. Premium pay will be for staff retention. Payout will be September, or the month the district is eligible to draw down ESSER funds if not September.
429-1-006-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Air Purifiers for all rooms	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	06-2600-700	Per narrative, We will be purchasing air purifiers for each classroom, office, and areas where students and staff work in small groups or one on one. Allowable if CDC approves.

429-1-007-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replace HVAC sytem to modern Ionizer sytem	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	08-2600-430	allowable if CDC approves
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**Kansas CommonApp (2020)**

1617-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XzvpnwQX

# USD443\_Dodge City\_ESSER II

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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** | Unified School District 443

**Applicant / Mailing Address**

| 2112 First Ave

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Simeon Russell

**Applicant / Email Address of Owner, CEO, or Executive Director** | russell.simeon@usd443.org

**Applicant / Phone Number** | 6203711001

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Website Address (if applicable)** | 2112 First Ave

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## Application details

Full District Name | Unified School District 443 Dodge City

District Number		443
Mailing Address   Street Address		2112 First Ave
Mailing   City		Dodge City
Mailing Address   Zip Code		67801
Authorized Representative of the District   Name		Simeon Russell
Authorized Representative of the District   Position or Title		Executive Director of Business & Operations
Authorized Representative of the District   Email Address		russell.simeon@usd443.org
Authorized Representative of the District   Phone Number		+16203711001
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.

During the summer of 2020 we made plans to teach remotely. We purchased laptops, created curriculum, and provided training to use google classroom. While we were fortunate enough to provide “face to face” learning through the entire year, we did have a lot of interruptions due to illness and quarantine procedures of both teachers and students. This not only impacted all of our students, but disproportionately impacted our large population of English learners and students in poverty. USD 443 is a district of over 7,300 students, of which, over three fourths of the students are receiving free and reduced lunch support. Almost 10% are migrant and almost have of all students are English language learners.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individualn schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.



Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread 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 was able to minimize the spread of COVID with the purchase of PPE supplies and social distancing supplies, as well as provide prepackaged meals in food service. We purchased laptops and hotspots for remote live learning. We are able to address student learning loss with summer school and measure learning gaps with screeners. During the summer of 2021 the school district enrolled 300 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

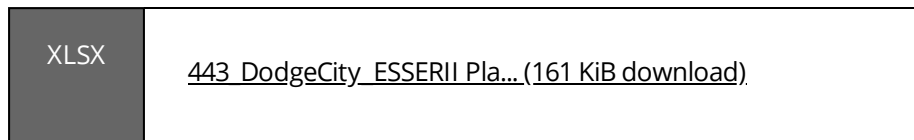
With safety measures and precautions in place we were able to successfully to hold classes face to face the entire school year which is a favorable impact on the students. We were able to provide technology needed for students to attend classes remotely if they couldn't attend face to face due to quarantine, illness etc., which is also a favorable impact on students, by

giving them the opportunity to stay current in their classes and not miss valuable instruction time. We are also able to address the learning gaps with progress monitoring using Fastbridge and Educlimber.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) 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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Simeon Russell

Date | 07/29/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District	Data as of
443	Dodge	08/03/2021

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
443-1-001-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	To help prevent the spread of Covid the District required all students and employees to wear facemasks. This purchase was for individual welding hoods, band instrument cover and face masks.	\$ 31,400	\$ 31,400	\$ -	\$ -	\$ -	1-76-1000-610-000	Reimbursement-approximately 83 Welding Hoods, Band Instrument Covers (\$3,258), Variety of face masks (some cloth and some disposable)

443-1-002-20210810	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Even though the District returned to face to face learning we did have a lot of interruptions to class due to illness or quarantine requirements. This resulted in learning loss. In order to identify and target specific areas of loss by students the District purchased the Fastbridge screener. In addition to allowing students and teachers to better schedule time to meet on these deficiencies we purchased scheduling software that allows teachers and students to set up meetings to address their learning gaps.	\$ 29,408	\$ 29,408	\$ -	\$ -	\$ -	1-76-1000-653-0000	Reimbursement- Fastbridge Screener & Interval Technology Partners- Data Hosting (teachers and students can set up appointments to work on instructional loss activities). Impacts approximately 3,000 high school students
443-1-003-20210810	Eligible	Direct Allocation	Food Services Operations	Furniture and Fixtures	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	As part of the social distancing protocol we purchased additional cafeteria tables in some locations and served lunch in other areas of their buildings. This is the cost of those additional tables. This is for 65 plastic seminar tables and 6 regular cafeteria tables.	\$ 12,424	\$ 12,424	\$ -	\$ -	\$ -	1-76-1000-733-0000	Reimbursement- K-12 use, impacts all students in district

443-1-004-20210810	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	With the uncertainty of Covid and in preparation for remote learning the Board approved in July 2020 the purchase of a total of 4851 student laptops. Previously the District had iPads but it was determined that they did not have the functional capability to perform acceptably in a remote learning environment. Some of these laptops were purchased with ESSER I money. This remaining money covers approximately 1397 laptops. These laptops will continue to support students with learning loss caused by COVID.	\$ 1,187,025	\$ 1,187,025	\$ -	\$ -	\$ -	1-76-1000-734-00-000	Reimbursement- used in grades 4 through 12.
443-1-005-20210810	Eligible	Direct Allocation	Social Work Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	To prevent the spread of Covid Transportation tried to use face shields. However, it was not a requirement. The face shields fogged up and the practice was quickly discontinued.	\$ 32	\$ 32	\$ -	\$ -	\$ -	1-76-2113-610-67-000	Reimbursement
443-1-006-20210810	Eligible	Direct Allocation	Guidance Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Reimbursable/ Face Shields for Nurses	\$ 43	\$ 43	\$ -	\$ -	\$ -	1-76-2120-610-00-000	Reimbursement



443-1-007-20210810	Eligible	Direct Allocation	Health Services	General Supplies and Materials (includes computer software)	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	Reimbursable / childrens face masks, Gowns for nurses	\$ 2,377	\$ 2,377	\$ -	\$ -	\$ -	1-76-2130-610-00-000	Reimbursement
443-1-008-20210810	Eligible	Direct Allocation	State and Federal Relations	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	For Covid PPE this is face shields for Nursing staff at the high school.	\$ 64	\$ 64	\$ -	\$ -	\$ -	1-76-2323-610-00-000	Reimbursement
443-1-009-20210810	Eligible	Direct Allocation	Other Executive Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	As part of our return to in person teaching we temperature checked employees and students. This is an infrared thermometer for Nutrition.	\$ 74	\$ 74	\$ -	\$ -	\$ -	1-76-2329-610-00-000	Reimbursement- 1 Infrared Thermometer for Nutrition staff

443-1-010-20210810	Eligible	Direct Allocation	Support Services - School Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of 180 thermometers.	\$ 7,788	\$ 7,788	\$ -	\$ -	\$ -	1-76-2400-610-01-000	Reimbursement- PreK-12
443-1-011-20210810	Eligible	Direct Allocation	Public Information Services	Office	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	Signs to address Covid safety protocols were purchased and installed throughout the District.	\$ 868	\$ 868	\$ -	\$ -	\$ -	1-76-2560-613-00-000	Reimbursement- K-12, Social Distancing Signs, Indicating PPE
443-1-012-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone.	\$ 11,850	\$ 11,850	\$ -	\$ -	\$ -	1-76-2600-618-00-000	Reimbursement- PreK-12
443-1-013-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	For additional sanitizing during the Covid pandemic we purchased larger quantities of sanitizing chemicals and sanitizing wipes from Pur-O-Zone. We realize this probably should have been placed in the 618 object code but the YE books were closed as such and we respectfully submit this expense in this account.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	1-76-2600-730-00-000	Reimbursement- PreK-12

443-1-014-20210810	Eligible	Direct Allocation	Student Transportation	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Part of the Covid protocol initially required taking temperatures of all students and employees. This is for the purchase of thermometers for Transportation.	\$ 70	\$ 70	\$ -	\$ -	\$ -	1-76-2700-619-00-000	Reimbursement- Thermometer for Transportation Building/Staff
443-1-015-20210810	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Machinery	7. Purchasing supplies to sanitize and clean LEA and school facilities	To provide extra sanitation during Covid we purchased 2 Victory Electrostatic sanitizing sprayers for cleaning buses.	\$ 2,028	\$ 2,028	\$ -	\$ -	\$ -	1-76-2730-731-00-000	Reimbursement- sanitizing sprayers
443-1-016-20210810	Eligible	Direct Allocation	Other Support Services	Other Material & Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	During Covid we required social distancing. In order to enforce this in areas where seats were in a fixed position we purchased seat covers that enforced social distancing by not allowing people to sit too close together.	\$ 1,225	\$ 1,225	\$ -	\$ -	\$ -	1-76-2900-683-00-000	Reimbursement- Material cost, students created
443-1-017-20210810	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	During Covid we had to serve meals that were individually wrapped. This is for the purchase of supplies to individually package food. This includes items such as disposable lunch trays, plastic cover wrap film, film sealer, etc.	\$ 293,514	\$ 293,514	\$ -	\$ -	\$ -	1-76-3100-680-00-000	Reimbursement- To mitigate the spread of COVID 19
443-1-018-20210810	Eligible	Direct Allocation	Food Services Operations	Other Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	During Covid we had to serve meals that were individually wrapped. This is for the equipment to individually wrap food. This includes items such as a heat seal lidding machine, sealing plates, lunch tray sealers.	\$ 144,285	\$ 144,285	\$ -	\$ -	\$ -	1-76-3100-739-00-000	Reimbursement- To mitigate the spread of COVID 19

443-1-019-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Even though the District provided face to face learning we did provide remote learning to accommodate those families that chose to stay at home. It also provided students that had to quarantine the ability to stay current with their class. This cost is for the salaries of the teachers that provided the remote learning.	\$ 223,224	\$ 223,224	\$ -	\$ -	\$ -	1-76-1000-110-02-000	Reimbursement- 5 Teachers
443-1-020-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 17,077	\$ 17,077	\$ -	\$ -	\$ -	76-1000-220-XX-000	Reimbursement- Remote Teacher FICA
443-1-021-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 223	\$ 223	\$ -	\$ -	\$ -	76-1000-250-XX-000	Reimbursement-Remote Teacher Social Security
443-1-022-19000100	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 560	\$ 560	\$ -	\$ -	\$ -	76-1000-260-XX-000	Reimbursement- Remote Teacher Work Comp

443-1-023-19000100	Eligible	Direct Allocation	Instruction	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Part of the Covid protocol was to limit exposure of various groups. With the high incidents of quarantines we needed to have a pool of substitute teachers. To accommodate both objectives we assigned substitute teachers to specific buildings and provided a guaranteed number of hours. This was contingent upon them being ready to substitute if called upon. As it turned out we fully utilized this program. This covered approximately 20 substitute teachers for the year.	\$ 522,439	\$ 522,439	\$ -	\$ -	\$ -	1-76-1000-111-01-000	Reimbursement-Substitutes for teachers that had to quarantine
443-1-024-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 41,742	\$ 41,742	\$ -	\$ -	\$ -	76-1000-220-XX-000	Reimbursement-Substitutes FICA
443-1-025-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 570	\$ 570	\$ -	\$ -	\$ -	76-1000-250-XX-000	Reimbursement-Substitutes Unemployment
443-1-026-19000100	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 1,803	\$ 1,803	\$ -	\$ -	\$ -	76-1000-260-XX-000	Reimbursement-Substitutes Worker Comp

443-1-027-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Before school started and we returned to face to face learning we paid certain teachers to come in over the summer of 2020 and develop curriculum and protocol to train other teachers how to use Google Classroom to support those students who have to quarantine or learn remotely due to exposure to COVID.	\$ 44,587	\$ 44,587	\$ -	\$ -	\$ -	1-76-1000-119-00-802	Reimbursement- 34 Teachers, additional work time (outside of contract), occurred summer of 2020
443-1-028-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 3,012	\$ 3,012	\$ -	\$ -	\$ -	76-1000-220-XX-802	Reimbursement- Fica
443-1-029-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 37	\$ 37	\$ -	\$ -	\$ -	76-1000-250-XX-802	Reimbursement- Unemployment
443-1-030-19000100	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 112	\$ 112	\$ -	\$ -	\$ -	76-1000-260-XX-802	Reimbursement- Workers Comp

443-1-031-19000100	Eligible	Direct Allocation	Support Services (Students)	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	During Covid we had several additional requirements such as temperature checks, social distancing before school and during lunches. This is the extra labor costs to provide those extra duties. It includes items such as temp checks, lunch room, bus duty, hallway supervision.	\$ 61,403	\$ 61,403	\$ -	\$ -	\$ -	1-76-1000-119-01-808	Reimbursement-Extra labor salaries (certified and classified staff took over additional duties)
443-1-032-19000100	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	fica	\$ 4,157	\$ 4,157	\$ -	\$ -	\$ -	1-76-1000-220-XX808	Reimbursement-Extra labor FICA
443-1-033-19000100	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 51	\$ 51	\$ -	\$ -	\$ -	1-76-1000-250-808	Reimbursement-Extra Labor Unemployment
443-1-034-19000100	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 153	\$ 153	\$ -	\$ -	\$ -	1-76-1000-260-808	Reimbursement-Extra Labor Worker Comp

443-1-035-19000100	Eligible	Direct Allocation	Instruction	Group Insurance	5. Procedures and systems to improve LEA preparedness and response efforts	This is the additional fringe benefits for remote live learning teachers listed above.	\$ 46,650	\$ 46,650	\$ -	\$ -	\$ -	1-76-1000-210-02-000	Reimbursement- the 5 Remote teachers
443-1-036-19000100	Eligible	Direct Allocation	Instruction	Overtime Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	During Covid we paid one teacher to teach remote live learning during their planning time.	\$ 8,791	\$ 8,791	\$ -	\$ -	\$ -	1-76-1000-119-11-811	Reimbursement- teacher had extra responsibilities during designated plan time
443-1-037-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	FICA	\$ 611	\$ 611	\$ -	\$ -	\$ -	1-76-1000-220-11-811	Reimbursement- FICA for additional duty teacher
443-1-038-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Unemployment	\$ 7	\$ 7	\$ -	\$ -	\$ -	1-76-1000-250-11-811	Reimbursement- Unemployment for additional duty teacher



443-1-039-19000100	Eligible	Direct Allocation	Instruction	Worker's Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Work Comp	\$ 22	\$ 22	\$ -	\$ -	\$ -	76-1000-260-11-811	Reimbursement- Workers Comp for additional duty teacher
443-1-040-19000100	Eligible	Direct Allocation	Instruction	Additional Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	Hired 4 Paras to assist with remote learning during Covid.	\$ 31,944	\$ 31,944	\$ -	\$ -	\$ -	1-76-1000-120-11-000	Reimbursement- K-12, floating/rotating para support
443-1-041-19000100	Eligible	Direct Allocation	Food Services Operations	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	Summer feeding 2020 - Classified pay for kitchen workers and those delivering meals during Covid	\$ 143,253	\$ 143,253	\$ -	\$ -	\$ -	1-76-3100-120-00-829	Reimbursement- 42 summer food service workers

443-1-042-19000100	Eligible	Direct Allocation	Food Services Operations	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 delivery	fica	\$ 10,112	\$ 10,112	\$ -	\$ -	\$ -	1-76-3100-220-XX-829	Reimbursement- 42 summer food service workers FICA
443-1-043-19000100	Eligible	Direct Allocation	Food Services Operations	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	Unemployment	\$ 124	\$ 124	\$ -	\$ -	\$ -	1-76-3100-250-XX-829	Reimbursement- 42 summer food service workers Unemployment

443-1-044-19000100	Eligible	Direct Allocation	Food Services Operations	Worker's Compensation	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities,	Work Comp	\$ 4,795	\$ 4,795	\$ -	\$ -	\$ -	1-76-3100-260-XX-829	Reimbursement- 42 summer food service workers Workers Comp
443-1-045-19000100	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	Plexiglass dividers throughout the District. Also includes Tersano sanitizing filters. Tersano is the brand name of the "foggers/sanitizers" we purchased to disinfect the buildings within the District.	\$ 50,014	\$ 50,014	\$ -	\$ -	\$ -	1-76-2600-619-00-000	Reimbursement- Mitigate the spread of COVID

443-1-046-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandera defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement. During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives: 1. Involve as many staff as possible who support literacy instruction 2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics. 3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in the home. 4. Culminate in a "capstone" project of utilizing all of the training to develop detailed and purposeful literacy lesson plans that focuses on Tiers 1, 2 and 3 supports driven by Kansas literacy standards and student present levels of performance data. 5. Increase the "multiplier effect" of staff who will be able to take the knowledge gained, apply it and to support colleagues who were not in attendance. We believe the best way to address learning loss but also to begin to close the achievement gap too many of USD 443 students face in literacy is to invest in the knowledge and applications of effective instructional practices of our staff. It is for this reason we feel the ESSER fund application should be approved as the dollars spent are proven through decades of research to have a high correlation to increasing student achievement they are also dollars spend now that will have returns on this investment for many years to come. References: BANDURA, A. (1993). Perceived self-efficacy in cognitive development and functioning. Educational Psychologist, 28 (2), 117-148. (Abstract) HATTIE, J. (2015): The Applicability of Visible Learning to Higher Education. In: Scholarship of Teaching and Learning in Psychology, 1 (1), 79-91. (Abstract	\$ 538,038	\$ -	\$ 269,019	\$ 269,019	\$ -	76-1000-119-00-828	171 Certified Staff for the Collective Efficacy Training
443-1-047-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	fica	\$ 42,989	\$ -	\$ 21,495	\$ 21,495	\$ -	76-1000-120-XX-828	Certified Staff Collective Efficacy Training - FICA
443-1-048-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment	\$ 538	\$ -	\$ 269	\$ 269	\$ -	76-1000-250-XX-828	Certified Staff Collective Efficacy Training - Unemployment
443-1-049-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Work Comp	\$ 1,883	\$ -	\$ 942	\$ 942	\$ -	76-1000-260-XX-828	Certified Staff Collective Efficacy Training - Workers comp

443-1-050-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 443 is a district of over 7,300 students of which over three fourths of the students are receiving Free and Reduced lunch support, almost ten percent are migrant and almost half of all students are English Language Learners. During the 2020-21 school year the district experienced major disruptions, as did all school districts, with the Covid outbreak and responses that impacted all of our students, but disproportionately impacting our large population of English Learners and students in poverty. The school district's commitment and approach to addressing not only immediate learning loss associated with the disruptions of the past school year but also longitudinally underperforming academic achievement is to improve the effectiveness and efficiency of the instruction provided to our students. The district follows Collective Efficacy research from the 1990's by Albert Bandura and more recently, supported by Dr. John Hattie's Visible Learning Research in 2016. The research supports a direct correlation between the increase in collective efficacy and the increase in student academic performance measures. Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment." (Bandura, A. 1993). Dr. Hattie's description of research states; "Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students." (Hattie, J. 2015). The mean effect size for Collective Teacher Efficacy is 1.57 which shows a strong correlation to student achievement. During the summer of 2021 the school district enrolled 284 staff members representing certified and classified employees from USD 443 and the Special Education Cooperative #613. Staff met four hours a day for twelve days to increase Collective Efficacy with the following objectives: 1. Involve as many staff as possible who support literacy instruction 2. Increase the system understanding and application of district processes such as MTSS, PLCs, Progress Monitoring Flow Charts, knowledge of district resources and how to interpret literacy screeners and diagnostics. 3. Embrace an asset vs deficit mindset to ensure equity and adequacy for all students regardless of ethnicity, gender, social-economic status and primary language spoken in	\$ 239,597	\$ -	\$ 137,356	\$ 102,242	\$ -	76-1000-119-00-827	113 Classified Staff for Collective Efficacy Training- The amount in column M is less because due to ESSER fund expenditures
443-1-051-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	fica	\$ 10,975	\$ -	\$ 10,975	\$ -	\$ -	76-1000-220-00-827	Classified Staff Collective Efficacy-FICA
443-1-052-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment	\$ 137	\$ -	\$ 137	\$ -	\$ -	76-1000-250-00-827	Classified Staff Collective Efficacy-Unemployment

443-1-053-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Work Comp	\$ 481	\$ -	\$ 481	\$ -	\$ -	76-1000-260-00-827	Classified Staff Collective Efficacy-Workers Comp
443-1-054-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	Presenter pay for Summer ELA -Collective Efficacy 14 presenters	\$ 9,600	\$ -	\$ 9,600	\$ -	\$ -	76-1000-119-00-828	14 presenters for the Collective Efficacy Training
443-1-055-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	10. Providing mental health services and supports	fica	\$ 767	\$ -	\$ 767	\$ -	\$ -	76-1000-220-00-828	Presenters for Collective Efficacy-FICA
443-1-056-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment	\$ 10	\$ -	\$ 10	\$ -	\$ -	76-1000-250-00-828	Presenters for Collective Efficacy-Unemployment
443-1-057-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Work Comp	\$ 34	\$ -	\$ 34	\$ -	\$ -	76-1000-260-00-828	Presenters for Collective Efficacy-Workers Comp

**Kansas CommonApp (2020)**

1143-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NezWOooR

# 503\_Parsons\_ESSER II Plan\_0621

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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 503

**Applicant / Mailing Address**

2900 Southern Ave  
PO Box 1056  
Parsons, KS 67357

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Lori A. Ray

**Applicant / Email Address of Owner, CEO, or Executive Director** | lray@vikingnet.net

**Applicant / Phone Number** | 6204215950

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Fiscal Agent / Name (if applicable)** | Tonya Phillips

**Fiscal Agent / Email (if applicable)** | tphillips@vikingnet.net

**Fiscal Agent / Mailing Address (if applicable)**

2900 Southern Ave  
PO Box 1056  
Parsons, KS 67357

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## Application details

Full District Name	Parsons
District Number	503
Mailing Address   Street Address	2900 Southern
Mailing   City	Parsons
Mailing Address   Zip Code	67357
Authorized Representative of the District   Name	Lori Ray
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	lray@vikingnet.net
Authorized Representative of the District   Phone Number	+16204215950

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 direct and significant impact on the 1250+ Prek-12 students in USD 503. School building closures during Spring 2020 resulted in both academic & emotional learning loss for students. It clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. 31% of children in Parsons live in poverty and an average of 74% of our students are eligible for a free or reduced meal. Basic necessities in addition to access to instruction were the primary focuses of the spring semester. USD 503 was able to return to in person learning for the 2020-2021 school year. However, quarantining protocols, periods of remote learning and families that chose remote or virtual learning in some cases compounded the learning loss in both academics and social emotional areas. Our student MAP assessment data in both math and reading for grades 6-8 indicate that only 47% in reading and 32% in math are at or above the 50th percentile. Our state assessment data, grades 3-10 indicates that our district performance was below level 3 in overall reading and below a level 3 in overall concepts and procedures in math with the exception of 3rd grade. Implementing our afterschool programs and having the majority of students back full-time, achievement data has improved, especially at the primary level. However, we recognize that the gap continues to exist and without additional measures the gap will continue to grow.

### **Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education



Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individualn schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 503 will use ESSER II funds in a variety of ways to support the academic, social emotional and physical needs of all students. We will provide summer school credit recovery and enrichment opportunities for grades K-12. After school programs during 2021-2022 to remediate learning loss caused by the pandemic and summer months. End of the year academic data showed large gaps in core subjects and the need for additional interventionists to provide explicit instruction in our buildings grades 2-12. The data showed a significant loss in our incoming 5th grade. To address that need an additional 5th grade teacher will be hired to reduce class size. The purchase of Fastbridge to screen students and allow for specific instruction based on individual needs. The purchase and use of Panorama to track academic and SEL data and provide SEL

screeners. The addition of a behavior aide to help students SEL needs. We will continue to employ three full-time substitute teachers to provide stability in instruction and safety protocols procedures. A virtual program partnership to meet student learning needs. Three nurse aides hired due to the pandemic will continue to provide necessary health related support. (Contact tracing, reinforcing safety protocols etc.) Windows at Lincoln and Guthridge are inoperable. We have been unable to open them to allow for fresh air causing a strain on the buildings\2019 HVAC systems to meet the outside air flow and ventilation requirements. New windows in these buildings would improve the health and safety of students, staff and extend the life of current HVAC systems. With an average of 74% of students eligible for a free or reduced meal we continue to have a need for additional technology devices and Wi-Fi access for students. The number of additional IT devices due to the pandemic requires one additional IT staff.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use a variety data to determine both the academic & social emotional impact the ESSER II funds have on our students. Academic and social emotional data analyzed by teachers, administrators and instructional coaches will include DIBELS, MAP, Fastbridge, formative and summative local and state assessments, behavior reports, attendance rates, graduation rates in addition to the Student Risk Screening Scale, the Student Internalizing Behavior Screening Scale and the number of health office visits. In order to maximize student growth and success, our Instruction and interventions will adjust accordingly based on the data at regular intervals throughout the school year.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

## **Local Education Agency (LEA) Assurances**

### **Section I. General Grant Assurances for Federal Funds**

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lori Ray

Date | 06/22/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
503	Parsons	08/03/2021

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
503-1-001-20210810	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Contracted nurse aides to provide health related support including contract tracing, reinforcing safety protocols	\$ 110,000	\$ -	\$ 110,000	\$ -	\$ -	95750	Common App: 3 nurses aides; As per applicant request (via telephone): Object Code was changed from 130 to 120
503-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Continue to employ three full-time substitute teachers to provide stability in instruction and safety protocols/procedures	\$ 62,000	\$ -	\$ 62,000	\$ -	\$ -	95760	
503-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Employ additional interventionists and an instructional coach at the secondary level as a result of year end academic data showing large gaps in core subjects, adding a new 5th grade teaching position as a result of significant learning loss in the incoming class	\$ 170,000	\$ -	\$ 170,000	\$ -	\$ -	95760	How many interventionists; Applicant responded via email: 3 full time certified teachers will be added as a result of student learning loss due to Covid-19. *Guthridge 5th grade *MS (1/2 time instructional coach, 1/2 time interventionist) & HS interventionist

503-1-004-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	Addition of a behavior room to address student SEL needs	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	95780	How related to COVID-19; Applicant responded via email: Student dysregulation increased significantly after the return to school in the fall. The screeners that students and staff completed showed an increase in internalizing and externalizing behaviors since the fall of 2019. These behaviors and dysregulation are a result of the social and emotional learning losses due to Covid-19. This classified position will help elementary students self-regulate their behavior in order to be successful in the regular classroom. This is for a para.
503-1-005-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Employ additional aides to expand our Title I services	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	95780	How many positions; Applicant responded via email: Student learning loss requires 2 additional full time classified aides to provide additional Tier 2 and Tier 3 interventions.
503-1-006-20210810	Eligible	Direct Allocation	Instruction-Related Technology	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Employ an additional IT staff member due to the pandemic related purchases of additional student devices, wi-fi, and related items	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	95770	
503-1-007-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified teachers for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 37,000	\$ 37,000	\$ -	\$ -	\$ -	95760	How many teachers, anticipated number of students and program duration; Applicant responded via email: Summer programs:
503-1-008-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Employ aides to support instruction for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	95780	

503-1-009-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	95790	
503-1-010-20210810	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Instructional supplies and field trip tickets for summer school/credit recovery and enrichment opportunities for grades K-12	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	95840	
503-1-011-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Employ certified staff at all buildings for after school programs to remediate learning loss caused by the pandemic and summer months.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	95760	Anticipated number of teachers; Applicant responded via email: Afterschool is available, 1 hour a day, 4 days a week during the school year in each of our five school buildings. The major program component is academic support and small group instruction.
503-1-012-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Provide transportation from after school programs implemented as a result of pandemic learning loss	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	95790	
503-1-013-20210810	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	Replacement of inoperable windows at Lincoln Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.	\$ 14,500	\$ -	\$ 14,500	\$ -	\$ -	95820	



503-1-014-20210810	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	Replacement of inoperable windows at Guthridge Elementary, which have been unable to be opened to allow for fresh air, which causes a strain on the HVAC ventilation system and impedes health measures related to Covid 19.	\$ 16,500	\$ 16,500	\$ -	\$ -	\$ -	95820	
503-1-015-20210810	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional technology devices as a result of the extreme poverty in this area . 74% of our students are eligible for free or reduced meals which puts the burden on our district to provide devices and related connectivity and supplies	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	95880	How many devices and information COVID-19 related; Applicant responded via email: The purchase of 200 Chromebooks for students in our 4th & 5th grade building will ensure that every student has equal access to a functioning device during the day and also after school for learning loss remediation due to Covid-19. Our teachers all use Google Classroom which is easy to access on a Chromebook.The devices will also be used if the need arises to quarantine or develop other learning plans based on the pandemic.
503-1-016-20210810	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Installation of wi-fi in our busses for students to have access to internet.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	95890	Information COVID-19 related; Applicant responded via email: Our busses act as mobile hotspots for students throughout our community. Students are able to go to different parking lots, park and get free WIFI in order to access teachers, homework and materials without ever leaving their car. (The district has small mobile hotspots for student check out but Covid-19 increased the demand for WIFI beyond those devices. This also allows us to park a bus where there is a larger student need- i.e. apartment complexes. This WIFI ensures that all students have connectivity.

503-1-017-20210810	Eligible	Direct Allocation	Instruction	LEA Payments to COOPs/Interlocals	2. Coordination of COVID-19 preparedness and response efforts	Expanded virtual program partnership to meet student learning needs.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	95810	Related to COVID-19; Applicant responded via email: We have had a virtual program for students grades 9-12 in the past. In order to provide high quality virtual instruction to students that need it due to Covid-19 we plan to increase the program to include students in grades 1-12. This additional cost is tied directly to Covid-19.
503-1-018-20210810	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of Fastbridge to screen students and allow for specific instruction based on individual needs	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	95800	
503-1-019-20210810	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of Panorama for use in tracking academic and social emotional data. Contains social emotional screeners	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	95800	
509-1-020-20210810	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security & Medicare amount for salaries	\$ 140	\$ 140	\$ -	\$ -	\$ -	43	
509-1-021-20210810	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Unemployment benefits	\$ 11	\$ 11	\$ -	\$ -	\$ -	43	

**Kansas CommonApp (2020)**

1693-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 504\_Oswego\_ESSER II Plan\_0623



vdVdRWWy

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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** | Unified School District No 504

**Applicant / Mailing Address**

719 Fourth Street  
PO Box 129  
Oswego, KS 67356

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Julie Wimp

**Applicant / Email Address of Owner, CEO, or Executive Director** | jwimp@usd504.org

**Applicant / Phone Number** | 620-795-2126

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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Application details

Full District Name | Oswego

District Number		504
Mailing Address   Street Address		719 4th St
Mailing   City		Oswego
Mailing Address   Zip Code		67356
Authorized Representative of the District   Name		Julie Wimp
Authorized Representative of the District   Position or Title		Board Clerk
Authorized Representative of the District   Email Address		jwimp@usd504.org
Authorized Representative of the District   Phone Number		+16207952126
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.

Formative assessment data showed an academic decline for elementary students. Junior high students remained stable for the average to above average students, while the below average students experienced a decline academically. More high school students failed classes compared to last year. K-12 attendance was down, thus contributing to declining academic scores. Remote learners struggled with completing work, and the high school had two drop-outs; an increase from past years. Social Emotional \u2013 Counselors referred more students to mental health services than previous years. K-12 student office visits to the counselor increased 10%. The 7-12 counselor saw an increase in the number of return visits, nearly doubling. Grades K-8 experienced more bus disciplinary referrals and 9-12 experienced an increase in tobacco related office referrals. The majority of the disciplinary referrals were a result of anxiety, frustration and emotional control. The limitation of visitors had a negative impact on the school community. Teachers struggled with teaching remotely and in-person simultaneously, thus requiring additional work hours. Financial \u2013 When the pandemic hit, we were not a one-to-one electronic device district and classrooms were not equipped or designed to teach remotely and in person concurrently. Remote learners experienced connectivity issues; this required the district to purchase technology (lap-tops, iPads, & Chrome books). Additional expenses were incurred to provide janitorial services and pay for over-time. We purchased PPE, cleaning and sanitation supplies, thermometers, hand sanitizer, etc. District-wide, enrollment was down 20 students (-4.5%). More than half were due to home schooling and on-line programs.\",

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		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 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 individualn schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Planning and implementing an elementary supplemental after school program (PAT) to support students with learning loss associated with the pandemic. This program will allow for collaboration and communication with parents and guardians. Implement a Leadership Training program, which will allow for planning for and coordinating the LEAs students and staff. In addition, it will provide technology for online learning, guidance for carrying out IDEA requirements, and providing educational services. Provide a Jr.-Sr. High School after school academic assistance program during the school year to support students with learning loss associated with the pandemic. Due to the virus and quarantines, some students have fallen

behind on meeting their graduation requirements and credits. Acquire educational technology to aid with in-person and remote learning interaction between the LEAs students and teachers and mitigate learning loss. This will include software, connectivity, additional: lap-tops, iPads, Chrome Books, and Smart Boards to support in-person and remote learning. Provide training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases. Provide students and staff mental health services and supports by purchasing a Crisis Prevention and Response program. Utilize the K-12 Tumblebooks data base, Study Island & Reading Eggs to remediate and improve student reading loss as the result of the pandemic. Implement the use of Brainspring to provide teachers and staff with teaching and learning techniques to address learning loss. Provide a one-time Premium Pay of \$500.00 to all staff for additional work time outside of their contract to develop and implement necessary procedures in response to the pandemic such as reviewing and modifying emergency health protocols, mitigation of the virus, cohorting procedures, and to plan and improve our capacity to teach both in-person and remotely.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

For academic impact monitoring, we will utilize data from Fastbridge, Kansas Assessments, Edmentum, ASQ, ACT, WorkKeys, student grades, etc. This data can be disaggregated to determine the impact of special programs offered in the summer and after school, as well as progress throughout the school year. Many of our needs are technological. Our response includes the purchase and use of lap-tops, iPads, Chrome Books, smart boards, software, etc. The technology will allow us to measure student growth and achievement and provide personalized academic and SEL instruction to mitigate learning loss. Additionally, we will use technology to provide assessments and instruction in core and elective classes. Assessment and surveys will allow us to measure technological use and impact and effect on teaching and learning.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

## **Local Education Agency (LEA) Assurances**

### **Section I. General Grant Assurances for Federal Funds**

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:  
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Julie Wimp

Date | 06/23/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
504	Oswego	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
504-1-001-20210810	Eligible	Direct Allocation	Support Services	LEA Payments to COOPs/Interlocals	11B. Planning and implementing supplemental after-school programs	Greenbush (PAT): Allows for collaboration with parents & guardians	\$ 24,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ -	88	Per narrative, Planning and implementing an elementary supplemental after school program (PAT) to support students with learning loss associated with the pandemic. This program will allow for collaboration and communication with parents and guardians. Per applicant, "Greenbush (PAT): Allows for collaboration with parents and guardians to address students' learning loss."
504-1-002-20210810	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush (Student Enrichment Services): Student Leadership Training Programs	\$ 29,850	\$ 9,950	\$ 9,950	\$ 9,950	\$ -	88	Per narrative, Implement a Leadership Training program, which will allow for planning for and coordinating the LEA's students and staff. In addition, it will provide technology for online learning, guidance for carrying out IDEA requirements, and providing educational services. Per applicant, "Greenbush (Student Enrichment Services): Virtual and on-site learning and collaboration programs for students to improve loss of learning."

504-1-003-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Greenbush (Environmental Consortium): Custodial training to provide a safe school environment for students & staff	\$ 6,255	\$ 2,085	\$ 2,085	\$ 2,085	\$ -	88	Per narrative, Provide training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
504-1-004-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Greenbush (Tumblebooks): K-12 E-books database to improve reading loss	\$ 3,354	\$ 1,118	\$ 1,118	\$ 1,118	\$ -	88	Per narrative, Utilize the K-12 Tumblebooks data base, Study Island & Reading Eggs to remediate and improve student reading loss as the result of the pandemic.
504-1-005-20210810	Eligible	Direct Allocation	Monitoring Services	Debt Service & Miscellaneous	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush (Transportation Consortium): Transportation staff safety training	\$ 1,470	\$ 490	\$ 490	\$ 490	\$ -	88	Per applicant, "Yes, the transportation staff will be trained to provide social emotional supports to students when being transported."
504-1-006-20210810	Eligible	Direct Allocation	Support Services - General Administration	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush (Administrative Services): Support for administrative team	\$ 4,050	\$ 1,350	\$ 1,350	\$ 1,350	\$ -	88	Per applicant, "Greenbush (Administrative Services): Support for the administrative team to enhance their efforts in aligning and implementing curriculum to provide students with effective learning opportunities to address learning deficiencies due to COVID."

504-1-007-20210810	Eligible	Direct Allocation	Support Services - 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	Greenbush (School Improvement Services): Support for certified staff	\$ 24,690	\$ 8,230	\$ 8,230	\$ 8,230	\$ -	88	Per applicant, "Greenbush (School Improvement Services): Provide professional development to certified staff to assure they are prepared to assist with reduced or loss of learning due to COVID."
504-1-008-20210810	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Greenbush (Crisis Prevention & Response): Support for students & staff	\$ 6,300	\$ 2,100	\$ 2,100	\$ 2,100	\$ -	88	Per narrative, Provide students and staff mental health services and supports by purchasing a Crisis Prevention and Response program.
504-1-009-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edmentum (Study Island & Reading Eggs): Interactive reading programs to provide for reading skills loss	\$ 19,229	\$ 6,410	\$ 6,410	\$ 6,410	\$ -	88	Per narrative, Utilize the K-12 Tumblebooks data base, Study Island & Reading Eggs to remediate and improve student reading loss as the result of the pandemic.

504-1-010-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NCS Pearson (AimsWeb): Provide additional learning intervention programs for students	\$ 6,188	\$ 2,063	\$ 2,063	\$ 2,063	\$ -	88	Per applicant, "NCS Pearson (AimsWeb): Provide additional learning intervention programs for students to address learning loss."
504-1-011-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Provide \$500.00 "Premium Pay" for all USD 504 employees & Inter-local 637 employees for additional planning and collaboration time.	\$ 28,000	\$ -	\$ 28,000	\$ -	\$ -	88	Per applicant, "Please move this to FY2022 in order to pay all classified employees retention pay for additional planning & work time." Per applicant, \$500 per staff member (56 total). We plan to pay them in 2 different payments in the 2021-2022 school year. The first half would be paid out at the end of the first semester in the December 2021 payroll. The second half would be paid out at the end of the second semester in the May 2022 payroll.
504-1-012-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Provide \$500.00 "Premium Pay" for all USD 504 employees & Inter-local 637 employees for additional planning and collaboration time.	\$ 26,000	\$ -	\$ 26,000	\$ -	\$ -	88	Per applicant, "Please move this to FY2022 in order to pay all certified employees retention pay for additional planning & work time." Per applicant, \$500 per staff member (52 total). We plan to pay them in 2 different payments in the 2021-2022 school year. The first half would be paid out at the end of the first semester in the December 2021 payroll. The second half would be paid out at the end of the second semester in the May 2022 payroll.
504-1-013-20210810	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ESGI: Provide additional learning programs to students to provide for learning loss	\$ 1,251	\$ 417	\$ 417	\$ 417	\$ -	88	

504-1-014-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Brainspring: Provides instructors with learning techniques and trainings to address learning loss	\$ 1,204	\$ 1,204	\$ -	\$ -	\$ -	88	
504-1-015-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Blooket Plus: Provide additional intervention programs for students	\$ 2,250	\$ 750	\$ 750	\$ 750	\$ -	88	Per applicant, "Blooket Plus: Provide additional intervention programs for students due to learning loss or learning difficulties."
504-1-016-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Generation Genius: Provide additional learning opportunities for students' learning loss	\$ 5,970	\$ 1,990	\$ 1,990	\$ 1,990	\$ -	88	

504-1-017-20210810	Eligible	Direct Allocation	Instruction	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Classroom tables: additional furniture for students to adhere to social distancing	\$ 493	\$ 493	\$ -	\$ -	\$ -	88	
504-1-018-20210810	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Seesaw Learning Subscription: Provide additional learning interventions for students and teaching tools for teachers	\$ 2,228	\$ 743	\$ 743	\$ 743	\$ -	88	
504-1-019-20210810	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Center for the Collaborative Classroom: Provide instructors with learning techniques, training, and materials to address learning loss	\$ 6,175	\$ 6,175	\$ -	\$ -	\$ -	88	

504-1-020-20210810	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase technolgy for students and staff for remote &/or virtual access	\$ 103,484	\$ 35,484	\$ 35,000	\$ 33,000	\$ -	88	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.
504-1-021-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Hire a Nurses Aid/Para to assist District Nurse	\$ 60,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ -	88	Per applicant, "Hire a Nurses Aid/Para to assist District Nurse in reducing the risk of the virus transmission and exposure to environmental health hazards and to support students' health needs."
504-1-022-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SHI: Go Guardian - purchase & utilize device management software	\$ 10,665	\$ 5,333	\$ 5,333	\$5,332.50	\$ -	88	Per applicant, "SHI: Go Guardian - purchase & utilize device management software to track & manage electronic devices when being used off campus by students while remote learning." 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.



## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	248	Girard	976	42%	\$ 690,953	\$ 601,587	87%	\$ 676,599	\$ 676,599	\$ 75,012	98%	\$ 694
2	257	Iola	1,104	56%	\$ 1,350,095	\$ 1,231,080	91%	\$ 1,322,080	\$ 1,322,080	\$ 91,000	98%	\$ 1,198
3	293	Quinter Public Schools	305	29%	\$ 153,397	\$ 153,397	100%	\$ 153,397	\$ 153,397	\$ -	100%	\$ 502
4	299	Sylvan Grove	232	48%	\$ 182,405	\$ 56,201	31%	\$ 106,583	\$ 106,583	\$ 50,382	58%	\$ 460
5	312	Haven Public Schools	690	40%	\$ 494,609	\$ 261,053	53%	\$ 494,609	\$ 494,609	\$ 233,556	100%	\$ 717
6	332	Cunningham	181	37%	\$ 77,193	\$ 77,193	100%	\$ 77,193	\$ 77,193	\$ -	100%	\$ 428
7	346	Jayhawk	555	55%	\$ 435,141	\$ 384,050	88%	\$ 431,940	\$ 431,940	\$ 47,890	99%	\$ 778
8	356	Conway Springs	398	27%	\$ 278,397	\$ 248,397	89%	\$ 278,397	\$ 278,397	\$ 30,000	100%	\$ 699
9	470	Arkansas City	2,674.00	68%	\$ 2,531,321	\$ 896,849	35%	\$ 1,291,849	\$ 1,291,849	\$ 395,000	51%	\$ 483
10	481	Rural Vista	258.50	51%	\$ 241,102	\$ 241,102	100%	\$ 241,102	\$ 241,102	\$ -	100%	\$ 933
11	487	Herington	418.50	62%	\$ 409,256	\$ 409,256	100%	\$ 409,256	\$ 409,256	\$ -	100%	\$ 978
12	509	South Haven	198.10	40%	\$ 100,040	\$ 100,040	100%	\$ 100,040	\$ 100,040	\$ (0)	100%	\$ 505
<b>Total</b>			<b>7,989</b>	<b>53%</b>	<b>\$ 6,943,909</b>	<b>\$ 4,660,205</b>	<b>67%</b>	<b>5,583,046</b>	<b>\$ 5,583,046</b>	<b>\$ 922,841</b>	<b>80%</b>	<b>\$ 699</b>

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

**Kansas CommonApp (2020)**

1730-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ypdgbYky

# 248\_Girard\_0330 (copy)

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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 248 - Girard

**Applicant / Mailing Address**

| bbauer@girard248.org

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Blaise Bauer

**Applicant / Email Address of Owner, CEO, or Executive Director** | bbauer@girard248.org

**Applicant / Phone Number** | 620-724-4325

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Website Address (if applicable)** | girard248.org

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## Application details

Full District Name | girard public schools

District Number		248
Mailing Address   Street Address		415 north summit avenue
Mailing   City		girard
Mailing Address   Zip Code		66743
Authorized Representative of the District   Name		blaise bauer
Authorized Representative of the District   Position or Title		superintendent
Authorized Representative of the District   Email Address		bmein@girard248.org
Authorized Representative of the District   Phone Number		+16207244325
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		lmasters@girard248.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 negative impact of COVID-19 on our school district can be observed across many spectrums. Particularly, the mandatory in-person shut down of schools with the replacement of full remote learning during the months of March, April and May of 2020. This shutdown from in-person to remote learning was negatively impactful on student achievement\progress (learning loss) as was determined through various testing batteries. Among the most negatively impacted populations were our elementary grade level students and our at-risk students in grades PreK - 12. As a district, we had to invest in larger amounts of money for PPE's, COVID-19 protocol resources, technology to provide remote learning opportunities for students, increase in staff payroll, additional cost in providing air quality in old buildings, and various "other" COVID-19 related expenses. Although our district has provided in-person instruction since the beginning of the current 2020-21 school year, we also provided full-time remote learning options for approximately 10% of our students and have provided temporary remote learning for students who were quarantined from school due to COVID-19 exposure. To date, our district has had 610 students in COVID-19 isolation (86 tested positive, 524 quarantined), or 64% of the student enrollment headcount. In addition, we had 71 staff members in COVID-19 isolation ( 31 tested positive, 38 quarantined), or 60% of our staff headcount. As a result, this has negatively impacted the academic and social\emotional success of our students and staff in the district. Moving forward, we need to address these issues and address preventative measures.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our ESSER II funds will directly impact the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federal authorized uses of ESSER II funds. At this point, we are requesting approval of \$601,587 of our \$690,953 allocation, or 87%. Below is a breakdown of our proposed ESSER II budget, the authorized use number for justification and the requested dollar percentage of our \$690,953 allocation. Mental Health Services (3%)-Summer learning/after school programs (6%) (A,B,C,D) - Learning Loss Assessments that includes all subgroups (11%)12-Facility Repairs (1%)14-Indoor Air quality (18%)15-Other Activities (Food Service) (8%)3-Resources to Address School Needs (1%)5-Preparedness and Response (.5%)7-Sanitation (4%)8-Long Term Closures (.5%) 9-Educational Technology (36%) We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning

opportunities for students, provide additional technology staff to implement the technology and replace equipment damaged when students took devices home during mandated quarantines and school closings. We are allocating the second largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in the middle school and high school. Our remaining ESSER II funds will address mental health services, student learning loss, improved sanitation, food service needs to mitigate COVID risks, the purchase of learning software, professional development for staff, summer school and after school programs for students and compensation for staff to provide student services outside their normal contract. Our proposal to use ESSER II funding involved input from all staff in the district and the USD 248 Board of Education.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Educational Technology: The impact will be determined if our technology acquisitions allow for better connectivity for remote learners, better utilization of instruction for proper student spacing, and allows us to provide better devices for remote services and instructional resources impacted by COVID. In addition, we should see an impact on helping students who have suffered learning loss with the additional resources/staff. Long-Term Sub, Summer School, Title I Paraprofessional, Learning Loss, Social, Emotional, Mental Health Services: To determine the impact of expenditures in this list of allowable uses, we will use assessments screeners to collect data and measure student academic recovery. Indoor Air Quality Improvement: We will determine the impact for this allowable use area from staff observation/input and air quality testing. Other activities Facility Repairs: The main expenditure in this allowable use area is for Food Service and maintaining COVID mitigation standards/practices.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

## **Local Education Agency (LEA) Assurances**

### **Section I. General Grant Assurances for Federal Funds**

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Blaise Bauer

Date | 07/02/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.



USD	District Name	Data as of
248	Girard	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
248-1-001-20210810	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We are working the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	96529	Approved at 5/11/2021 State Board Meeting.
248-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will provide extra learning opportunities for students who lost academic success due to Covid.	\$ 1,260	\$ 1,260	\$ -	\$ -	\$ -	96523	Approved at 5/11/2021 State Board Meeting.
248-1-003-20210810	Eligible	Direct Allocation	Instruction	Software	11A. Planning and implementing summer learning or enrichment programs	This will provide resources to support the social-emotional development/behaviors of students in our after school/summer school programs that reinforce the skills taught during our school day. This includes increasing emotional regulation, building social skills, and resources used to help calm students.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	96569	Approved at 5/11/2021 State Board Meeting.

248-1-004-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	We are requesting supplies and materials to support our summer learning program and close the academic gap among our K-5 students. These resources will provide our students with additional learning opportunities to ensure continued progress during the summer months. Examples of these items would include writing journals, independent learning tools, reading and math activities that allow for whole group and independent practice, along with resources that provide phonics and phonological awareness support.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	96542	Approved at 5/11/2021 State Board Meeting. Corrected account number and object code per applicant direction.
248-1-005-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will offer students an extended learning opportunity throughout the month of June. We will focus on closing the gap and providing interventions to meet individual student needs. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.	\$ 7,840	\$ 7,840	\$ -	\$ -	\$ -	96524	Approved at 5/11/2021 State Board Meeting.
248-1-006-20210810	Eligible	Direct Allocation	Instruction	Software	11A. Planning and implementing summer learning or enrichment programs	Change Request - Reduced cost. Originally approved for \$17,000. Since then, we received a reduction for January 1, 2021 - June 30, 2022 from our original application.	\$ 16,800	\$ 16,800	\$ -	\$ -	\$ -	96567	Change Request-Previously approved for \$17,000.00 SFY 2021

248-1-007-20210810	Eligible	Direct Allocation	Instructor	Regulated Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be required for students who are identified as being behind either in academic skills or academic credit. This time will allow for students to recover lost academic proficiencies due to the Covid 19 shutdown and remote learning.b	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	96522	Approved at 5/11/2021 State Board Meeting.
248-1-008-20210810	Eligible	Direct Allocation	Instructor	Regulated Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>Proposal to use ESSER funds 2-3-21</p> <p>This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure social distancing is maintained. Due to COVID, our students missed on-site instruction last spring and didn't have the opportunity to conclude end of year academic goals on-site with their classroom teacher. We are finding as we review building data K-5, our 1st grade population is showing the greatest need for academic assistance. Therefore, we would like to request additional support for these students.</p> <p>Proposal: Long-Term Substitute teacher for 8 weeks at \$115/day (\$4600 total)</p> <p>We will use this additional substitute to provide our classroom teachers extra time to work with T3 students and provide one-on-one support for T3 students. They will focus on missing phonemic awareness skills, phonic skills, and fluency support.</p>	\$ 4,600	\$ 4,600	\$ -	\$ -	\$ -	96527	Approved at 5/11/2021 State Board Meeting
248-1-009-20210810	Eligible	Direct Allocation	Instructor	Software	12. Addressing learning loss among students, including vulnerable populations	<p>The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension.</p> <p>This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation, synonyms/antonyms, analogies, test prep for state reading assessment and ACT and much more (see digital brochures). All of these skills are necessary for the state assessments--not just reading.</p>	\$ 1,925	\$ 1,925	\$ -	\$ -	\$ -	96568	Approved at 5/11/2021 State Board Meeting

248-1-010-20210810	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	<p>The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension.</p> <p>This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation, synonyms/antonyms, analogies, test prep for state reading assessment and ACT and much more (see digital brochures). All of these skills are necessary for the state assessments--not just reading.</p>	\$ 5,775	\$ 5,775	\$ -	\$ -	\$ -	96567	Approved at 5/11/2021 State Board Meeting
248-1-011-20210810	Eligible	Direct Allocation	Improvement of Instruction Services	Professional Education Services	12. Addressing learning loss among students, including vulnerable populations	<p>IXL Training-Core Content Teachers</p> <p>Teachers be trained on how to effectively use IXL "to assess student progress and meet the needs of those students."Teachers will use this time to "implement evidence based activities to meet the comprehensive needs of students."</p> <p>The fees would include onsite IXL training by the company.</p>	\$ 3,200	\$ 3,200	\$ -	\$ -	\$ -	96521	Approved at 5/11/2021 State Board Meeting.
248-1-012-20210810	Eligible	Direct Allocation	Improvement of Instruction Services	Professional Education Services	12. Addressing learning loss among students, including vulnerable populations	<p>STAR 360 is part of the AR/Renaissance program suite. This training will allow our teachers to measure reading fluency and develop individual programs to help each students recover lost skills from the Covid 19 shut down.</p>	\$ 900	\$ 900	\$ -	\$ -	\$ -	96521	Approved at 5/11/2021 State Board Meeting.
248-1-013-20210810	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	<p>These resources will support our social-emotional curriculum within the K-5 classrooms (415 students).</p> <p>The Second Step Bullying Prevention Kit is a research based resource to create a positive school climate. It sets a foundation for social and academic success.</p> <p>The SMART Guidance SEL Program offers activities to instruct social-emotional learning for K-5 students.</p>	\$ 1,700	\$ 1,700	\$ -	\$ -	\$ -	96569	Approved at 5/11/2021 State Board Meeting.

248-1-014-20210810	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The leveled book sets will support differentiated reading instruction within the classroom. Our teachers provide 3-4 guided groups daily based on instructional reading level. The comprehension passages will provide additional opportunities for students to practice fluency and retention of details within the text. This will also help address learning loss and meet the comprehensive needs of our students in 3rd-5th grade.	\$ 900	\$ 900	\$ -	\$ -	\$ -	99537	Approved at 5/11/2021 State Board Meeting.
248-1-015-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This additional full-time paraprofessional for the 2021-22 school year will provide support for students PreK-5 as we address the learning gap within math and reading. This individual will work with the teachers to ensure the students are progressing and adjust support as needed throughout the school year. This will also provide additional time for our Title Teacher to support classroom instruction through coaching cycles as they work together to meet all student learning needs.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	96528	Approved at 5/11/2021 State Board Meeting.
248-1-016-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure social distancing is maintained. Due to COVID, our students missed on-site instruction last spring and didn't have the opportunity to conclude end of year academic goals on-site with their classroom teacher. Based on academic data, our students would benefit from additional interventions and support in math and reading. We would like to request a Long-Term Substitute teacher for 18 weeks at \$115/day (\$10,350 total) as we begin the 2021-22 school year.</p> <p>We will use this additional substitute to provide our classroom teachers extra time to work with T3 students and provide one-on-one support for T3 students. They will focus on missing phonemic awareness skills, phonic skills, fluency, and comprehension support.</p>	\$ 10,350	\$ 10,350	\$ -	\$ -	\$ -	96527	Approved at 5/11/2021 State Board Meeting.

248-1-017-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	We are requesting supplies and materials for the 2021-22 school year to support student learning while also following health and safety protocols and social distancing. This would include independent learning and whole group activities to address learning loss, digital task cards and skill work opportunities, individual manipulatives, learning tools to address reading and math standards, student supplies needed for classroom use, along with resources for student intervention support.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	96542	Approved at 5/11/2021 State Board Meeting.
248-1-018-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	3 planning and organization meetings with GHS/GMS teachers to learn how to use IXL more effectively and meet departmentally to determine learning lost across all grade levels and plan for remediation/implementation next year.	\$ 3,300	\$ 3,300	\$ -	\$ -	\$ -	96522	Approved at 5/11/2021 State Board Meeting.
248-1-019-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	(12C) Learning Loss - Parent and family support- An additional staff member is needed for the development and implementation of a help desk ticketing system to support our students and parents. This new ticketing system will provide information and assistance to parents and families to effectively use technology to support their students. This will help reduce learning loss due to technology questions or issues in a distance learning environment.	\$ 4,200	\$ 4,200	\$ -	\$ -	\$ -	96530	Approved at 5/11/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.

248-1-020-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional Staff: (12D) An additional staff member is needed to update and configure our SIS system & our Check in & out application for remote learning and to track student attendance and improve student engagement in distance education.	\$ 4,300	\$ 4,300	\$ -	\$ -	\$ -	96530	Approved at 5/11/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.
248-1-021-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	13. School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Additional Staff: (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Additional staff is needed to assist with the installation of our additional hardware needs, such as access points, Apple TV's, TV's, and iPad devices.	\$ 2,300	\$ 2,300	\$ -	\$ -	\$ -	96530	Approved at 5/11/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.

248-1-022-20210810	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	Change Request: Originally approved at a cost of \$6,570. Prices were reduced by company.	\$ 5,801	\$ 5,801	\$ -	\$ -	\$ -	96629	Change Request-Previously approved for \$6,570.00 SFY 2021, cost reduction. Per applicant, the per unit cost is \$1,314. The total cost as reported is for all five fixtures (5 X \$1,314), or \$6,570.
248-1-023-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Phase IV HVAC- \$89,606 (D13, D14)	\$ 89,606	\$ 89,606	\$ -	\$ -	\$ -	96629	Approved at 5/11/2021 State Board Meeting.
248-1-024-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request: Originally approved at a cost of \$36,315. Price reduced due to product change.	\$ 22,567	\$ 22,567	\$ -	\$ -	\$ -	96629	Change Request-Previously approved for \$36,315.00 SFY 2021



248-1-025-20210810	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting \$ 35,000 for 10 months of operation for the 2021 - 2022 school year.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	96710	Approved at 5/11/2021 State Board Meeting.
248-1-026-20210810	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting \$ 14,000 for the remaining operating months of February through May of the 2020 - 2021 school year.	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	96710	Approved at 5/11/2021 State Board Meeting.
248-1-027-20210810	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	I am requesting 98 hours of substitute cook wages (98x \$10.60) from the months of February 2021 through May 2021 that were used for the preparation and packaging of food for touch free grab and go cafeteria lines.	\$ 1,039	\$ 1,039	\$ -	\$ -	\$ -	96700	Approved at 5/11/2021 State Board Meeting
248-1-028-20210810	Eligible	Direct Allocation	Fiscal Services	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This software will allow us to continue to employ our existing staff by allowing remote working opportunities for our two high-risk employees, limiting their exposure to COVID19 and by allowing remote working opportunities for our district staff who are under quarantine. This software will also provide a contactless onboarding process for new employees, limiting the spread of COVID19.	\$ 5,530	\$ 5,530	\$ -	\$ -	\$ -	96520	Approved at 5/11/2021 State Board Meeting

248-1-029-20210810	Eligible	Direct Allocation	Improvement of Instruction Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	We will provide literacy training for all PreK-5th grade teachers to review the literacy model components and ensure continuity within our building instruction. This will include 26 staff members attending and two staff members presenting on literacy and closing the learning gap. Components to be discussed include grade level standards, phonics, phonemic awareness, comprehension, fluency, spelling, ongoing assessments, and using data to drive our instruction. This will be a one-day training, however, half of our staff will join on one day, the other half will attend the second day. Staff will be paid \$35/hour and will attend a 6 hour training.	\$ 6,750	\$ 6,750	\$ -	\$ -	\$ -	96521	Approved at 5/11/2021 State Board Meeting.
248-1-030-20210810	Eligible	Direct Allocation	Administrative Technology Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Additional Staff: (5) Preparedness and response efforts - Additional Staff is needed to develop and implement new applications and information for the online enrollment setup and procedures.	\$ 3,280	\$ 3,280	\$ -	\$ -	\$ -	96530	Approved at 5/11/2021 State Board Meeting. Per applicant, rows 34-36, 45, reflect estimated hourly wages for 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.
248-1-031-20210810	Eligible	Direct Allocation	Health Services	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase personal protective equipment such as children's face masks, hand sanitizer, disposable gloves, disposable wipes, probe thermometer covers and non-contact thermometer batteries.	\$ 4,264	\$ 4,264	\$ -	\$ -	\$ -	96560	Approved at 5/11/2021 State Board Meeting.

248-1-032-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	The science department would like to request a dishwasher with a sanitizing cycle in order to clean and sanitize all glassware and equipment between uses. This will ensure that all students at Girard High School will be using and handling clean/sanitized equipment in all science laboratories. In addition it will prevent the additional handling of used equipment in the cleaning process.	\$ 700	\$ 700	\$ -	\$ -	\$ -	96547	Approved at 5/11/2021 State Board Meeting. Per applicant, to address COVID safety protocols, we are struggling to keep up with the cleaning/sanitizing of our glassware (beakers, flasks, etc..) that is used hourly for science lab experiments. This will allow us to have sanitized equipment ready for student use on an hourly basis.
248-1-033-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Increase cost. Our original bid price of \$18,800 at the time of submitting the original application was outdated. This is the updated bid.	\$ 19,766	\$ 19,766	\$ -	\$ -	\$ -	96629	Change Request-Previously approved for \$18,800.00 SFY 2021. Per applicant, the equipment are floor cleaners custodial staff will utilize to clean/disinfect floors in accordance with COVID protocols.
248-1-034-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Electrostatic sprayers 8ea.- \$4,800 (D13)	\$ 4,800	\$ 4,800	\$ -	\$ -	\$ -	96629	Approved at 5/11/2021 State Board Meeting. Per applicant, the per unit cost is \$600, with the total cost reflecting 8 units.
248-1-035-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Washer and Dryer for daily mask sanitization	\$ 1,684	\$ 1,684	\$ -	\$ -	\$ -	96629	Approved at 5/11/2021 State Board Meeting.

248-1-036-20210810	Eligible	Direct Allocation	Instruction	General and Supplies and Materials (includes computer 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	The process of making art is an ultimate therapeutic form of learning. One of my biggest regrets during our shut down was students not having supplies at home, to work on a substantial project. The purchase of this request would provide a portable tool bag of supplies and materials for students enrolled in a sculpture or wearable art class.	\$ 2,100	\$ 2,100	\$ -	\$ -	\$ -	96540	Approved at 5/11/2021 State Board Meeting. Per applicant, the request is a portable tool box of art supplies for remote learners, quarantined learners and students in social distancing settings. This will allow us to properly provide resources due to the COVID pandemic.
248-1-037-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request - Reduced price from \$5,400 in the original application due to a decrease in the number of keyboards needed.	\$ 4,763	\$ 4,763	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$5,400.00 SFY 2021.
248-1-038-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Increased price from the \$3,347 in the original application due to a need for an additional device. Sent Purchase Req and Proposal - Sent PO on 6/12 2466 - swivl. - 1556 - Apple = 4022	\$ 4,022	\$ 4,022	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$3,347.32 SFY 2021.

248-1-039-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Students and staff are needing connectivity in more locations. Installing a point to point wireless bridge will allow connectivity in locations that we currently do not have connectivity. Students and staff will have the ability to connect to our network outside and in our southwest parking lot.	\$ 525	\$ 525	\$ -	\$ -	\$ -	96628	Approved at 5/11/2021 State Board Meeting. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.
248-1-040-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Increased price from the \$1,588 in the original application due to a need to have more coverage area on in this sector for better connectivity. Instead of 1 device, we will need two. Sent requisition to board office. PO sent to SMC on 6/14	\$ 3,783	\$ 3,783	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$1,588.50 SFY 2021. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.
248-1-041-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our auditorium is being used as a classroom for Band and Choir for our back to school plan. A new projection system with HDMI capabilities is needed to allow classroom teachers to interact on the large projected screen. Teachers need to be able to project their iPad or computer screen while interacting with students throughout the auditorium. This system will also allow students to social distance while still interacting with other band and choir members.	\$ 11,075	\$ 11,075	\$ -	\$ -	\$ -	96628	Approved at 5/11/2021 State Board Meeting
248-1-042-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of educational technology is needed so that students may compete remotely in their regular choir competition. -Microphone -Cables -Lens covers -Lighting	\$ 253	\$ 253	\$ -	\$ -	\$ -	96628	Approved at 5/11/2021 State Board Meeting

248-1-043-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Reduced price from the \$5,9934 in the original application. Do not need as many devices. Sent Purchase Req and Proposal - Ordered on 6/12	\$ 5,470	\$ 5,470	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$5,934.96 SFY 2021.
248-1-044-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	(9) Educational technology - Teachers need Apple Pencils to interact with their students. They will walk around the room teaching from the iPad, wirelessly mirroring the iPad screen on to the display at the front of the classroom. This allows the teachers to social distance and view their students' work and interact with them. The teacher can write legibly, create examples of art, precisely graph lines, write exponents in equations with fine details and precision not previously possible without the Apple Pencil. The Apple pencil is needed for grading digital assignments.	\$ 3,560	\$ 3,560	\$ -	\$ -	\$ -	96628	Approved at 5/11/2021 State Board Meeting
248-1-045-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Reduced cost from the \$810 in the original application due to a better bid. - Sent Purchase Req and Proposal - Ordered on 6/12	\$ 747	\$ 747	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$810.50 SFY 2021.
248-1-046-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Reduced cost from the \$6,072 in the original application due to a price reduction from the company. - Sent Purchase Req and Proposal - Ordered on 6/12	\$ 5,567	\$ 5,567	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$6,072.71 SFY 2021. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.

248-1-047-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Increased cost from the \$2,000 in the original application due to the need for an increase in numbers.	\$ 4,220	\$ 4,220	\$ -	\$ -	\$ -	96628	Change Request-Previously approve for \$2,000.00 SFY 2021
248-1-048-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As part of our back to school plan, our cafeteria is being used for Choir when our auditorium is scheduled for other student activities. A new amplifier for our sound system is needed in our the cafeteria for student/teacher interactions and for the success of our choir course.	\$ 1,252	\$ 1,252	\$ -	\$ -	\$ -	96628	Approved at 5/11/2021 State Board Meeting. Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.
248-1-049-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Increased cost from the \$29,147 in the original application due to change in pricing. Purchase requisition sent to board office 6/15	\$ 29,424	\$ 29,424	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$29,147.00 SFY 2021. Per applicant, the technology request will address credit recovery and learning loss related to COVID.
248-1-050-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Increase cost from the \$10,194 in the original application due to change in pricing. Purchase requisition sent to board office 6/15	\$ 10,140	\$ 10,140	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$10,194.00 SFY 2021.
248-1-051-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Reduced cost from the \$48,854 in the original application due to the ability to finance a large portion of this need with eRate money. PO sent to Crawkan on 5/12- Completing work in July- Erate 34,198.28 ESSER 14,656.40	\$ 14,656	\$ 14,656	\$ -	\$ -	\$ -	96628	Change Request-Previously approved for \$48,854.68 SFY 2021. Per applicant, the request addresses COVID related remote learning and addresses concerns related to the ability to meet delivery of services on COVID related platforms.

248-1-052-20210810	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of iPad devices and cases needed to replace damaged iPad devices and cases for students and classroom instructors.	\$ 98,685	\$ 98,685	\$ -	\$ -	\$ -	96628	Approved at 5/11/2021 State Board Meeting. Per applicant, the technology request addresses the need to address COVID related remote and on-site learning.
248-1-053-20210810	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	It is imperative for the school to purchase more Texas Instruments graphing calculators. The newer models, TI-84 Plus CE, are rechargeable and do not require the purchase of AAA batteries. These calculators can be used on both the ACT and the State Assessment. We currently have to share some calculators which means they have to be disinfected between uses. We currently have about 170 graphing calculators, but many of these are from 2006 and have stopped working. With the current enrollment, we need at least 190 total graphing calculators to check out to students enrolled in math classes at the Algebra II level or higher.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	96540	Approved at 5/11/2021 State Board Meeting. Per applicant, the request addresses social distancing, remote learning and learning loss related to COVID.
248-1-054-20210810	Eligible	Direct Allocation	Instruction	Music Instruments'	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	This purchase would allow for the creation of digital recordings for both band and choir students utilizing its USB output. This allows for the piano to be directly hardwired to a laptop to make recordings into GarageBand.  Whether students are attending class in-person or remotely, they would be able to access high quality practice tracks, accompaniments, and example songs, created with the technology afforded by this digital piano.	\$ 800	\$ 800	\$ -	\$ -	\$ -	96544	Approved at 5/11/2021 State Board Meeting.
248-1-055-20210810	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The IXL platform allows for teachers to identify, assess and target weaknesses in reading, math computation, Spanish literacy and science knowledge. This program will aid in helping diagnose academic deficits and skills there are behind in from the school closure this past year. The educational platform will be used weekly in all Math, ELA and Science classrooms as a progress monitor.	\$ 7,900	\$ 7,900	\$ -	\$ -	\$ -	96567	Approved at 5/11/2021 State Board Meeting.



248-1-056-20210810	Eligible	Direct Allocation	Instruction	Music al Instru ments' Suppli es	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	MusicFirst Classroom  Limitation: Lack of music specific software to support ensemble students learning remotely Immediate impact on outcomes: Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so.  -This software will provide valuable data on student learning in music education and can create a portfolio of a student's music career from beginning band to high school graduation, providing a better measurement of students learning outside of the typical performance avenue.	\$ 5,200	\$ 5,200	\$ -	\$ -	\$ -	96544	Approved at 5/11/2021 State Board Meeting.
248-1-057-20210810	Eligible	Direct Allocation	Instruction	General Suppli es and Materi als (includ es comp uter softwa re)	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: \$8,102.39 to address learning loss.	\$ 8,102	\$ 8,102	\$ -	\$ -	\$ -	96541	New line item. July 13, per applicant: Our data is showing that due to an increased emphasis on Math and English/Reading instruction during the COVID shutdown of schools, our students have fallen behind in grade level expectation for Social Studies. This is an on-line resource for our 7th grade students to help with learning loss.
248-1-058-20210810	Eligible	Direct Allocation	Instruction	General Suppli es and Materi als (includ es comp uter softwa re)	12. Addressing learning loss among students, including vulnerable populations	New Line Item: \$5,000 to address Pre-K phonics.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	96542	New line item. July 13, per applicant: Our students in PreK-2 will benefit from additional, explicit phonics instruction in the classroom. These resources will provide whole group learning, as well as differentiated small group opportunities. This instruction will provide a foundation that leads to fluent reading and solid decoding skills. These needs have been identified as deficient in lieu of COVID loss on instruction.

248-1-059-20210810	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	New Line Item: \$9,627.50 to purchase a district wide screener for student data.	\$ 9,628	\$ 9,628	\$ -	\$ -	\$ -	96566	New line item. July 13, per applicant: Our staff will utilize FastBridge to obtain reliable data for each student. This will be used as a building-wide screener, along with progress monitoring, to gather reading, math, and social-emotional data throughout the school year and determine student needs due to COVID issues. This has been recommended by KSDE as a state-wide screener.
248-1-060-20210810	Eligible	Direct Allocation	Health Services	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Line Item: \$932.65 for PPE equipment.	\$ 933	\$ 933	\$ -	\$ -	\$ -	96560	New line item
248-1-061-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item- Premium/Retention Pay for certified staff members	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	96531	New line item. July 13, per applicant, edited the requested amount from SFY 2021 to SFY 2022. Further, These funds are being requested for SFY2022. We will not provide the premium pay stipend unless approved by you. We are recommending that 80 certified staff receive \$500 each and 68 classified staff will receive \$500 each. All staff will receive the same amount. If we tell the staff that if they are employed on the first day of school on August 12th, 2021, and are still employed/working on October 13th, 2021, we will pay them \$500 as a retention incentive to come to work. Hopefully, this will ensure that we have all of our staffing needs filled for the 2021 fall semester. If approved, we plan to pay them the \$500 incentive in our November 2021 payroll.

248-1-062-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: Premium/Retention Pay for classified staff	\$ 32,500	\$ -	\$ 32,500	\$ -	\$ -	96532	New line item. July 13, per applicant, edited the requested amount from SFY 2021 to SFY 2022. Further, These funds are being requested for SFY2022. We will not provide the premium pay stipend unless approved by you. We are recommending that 80 certified staff receive \$500 each and 68 classified staff will receive \$500 each. All staff will receive the same amount. If we tell the staff that if they are employed on the first day of school on August 12th, 2021, and are still employed/working on October 13th, 2021, we will pay them \$500 as a retention incentive to come to work. Hopefully, this will ensure that we have all of our staffing needs filled for the 2021 fall semester. If approved, we plan to pay them the \$500 incentive in our November 2021 payroll.
248-1-063-20210810	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	New Line Item: \$25,420 to aid in student learning loss/remediation/assessment.	\$ 24,657	\$ 24,657	\$ -	\$ -	\$ -	96567	New line item. July 13, per applicant: The Star 360/MyOn learning suite will allow GHS and GMS to identify, intervene and help remediate students who fell behind on their reading levels and reading comprehension skills during the COVID pandemic. STAR 360 allows for students to be tested, progress monitored and provides an individual prescriptive program for each student. This program is web based and individualized so it allows for students to work at their own speed and pace. The MyOn digital library provides over 7,000 digital titles to students who may be quarantined or remote learning. Having digital access to books will increase students ability to read during potential school closings and quarantines. Digital books do not require face to face contact and would be safer for all involved.

**Kansas CommonApp (2020)**

1651-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 257\_IOLA\_ESSER II Plan\_0527



GlozLxZ

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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 257 IOLA

**Applicant / Mailing Address**

| 305 North Washington  
| Iola, KS 66749

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Stacey Fager

**Applicant / Email Address of Owner, CEO, or Executive Director** | stacey.fager@usd257.org

**Applicant / Phone Number** | 620-365-4700

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Federal EIN (if applicable)** | 48-0699446

**Applicant / Website Address (if applicable)** | www.usd257.org

**Applicant / Mission Statement (if applicable)**

| We educate ALL students for college and/or career readiness.

**Fiscal Agent / Name (if applicable)** | Marcie Boring  
**Fiscal Agent / Email (if applicable)** | marcie.boring@usd257.org  
**Fiscal Agent / Mailing Address (if applicable)**  
| 305 North Washington  
| Iola, KS 66749

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## Application details

**Full District Name** | IOLA  
**District Number** | 257  
**Mailing Address | Street Address** | 305 North Washington Ave.  
**Mailing | City** | IOLA  
**Mailing Address | Zip Code** | 66749  
**Authorized Representative of the District | Name** | Stacey Fager  
**Authorized Representative of the District | Position or Title** | Superintendent  
**Authorized Representative of the District | Email Address** | stacey.fager@usd457.org  
**Authorized Representative of the District | Phone Number** | +16203654700  
**Would you like to additional district representatives to the application?** | Yes  
**Other District Representative 1 | Email Address** | marcie.boring@usd257.org  
**Other District Representative 2 | Email Address** | jenna.higginbotham@usd257.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We believe the impact of COVID-19 has been equal among all our students. We see the highest impact being social emotional needs specifically in our 6th-12th grade students. We are seeing this negative impact mostly in apathetic students whether they are learning from home or in the classroom. We feel it has taken 3/4ths of the year to get students to get back into the groove of learning and actively participating. We have seen less of this change from our elementary students. However, we

have seen an increase in social emotional needs from all grade levels in the aspect of worrying about their families. Students can feel the fear of parents losing their jobs and/or family members possibly falling ill from COVID, or worry that they themselves will become sick or take germs home.

We did have some learning loss from losing 4th quarter instruction and not having summer school in 2020. On average, 20% of each grade level scored lower in the fall of 2020 than they had previously in the fall of 2019 on our district screener.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our ESSER II funds directly impact the needs of COVID-19 for our students.

We are allocating ESSER II funds to updating technology for our classrooms. Providing one-to-one Chromebooks at all grade levels will lessen the spread by not having students share devices between classrooms. We are also purchasing Chromebook tubs that we can place three small tubs in a room providing the chance to social distance when students go to the Chromebook carts to retrieve their computers. By providing Chromebooks we are increasing educational opportunities for all students.

Purchasing a new math series will directly impact our math instruction. We are currently around 40% of students on level from our math screening. We are purchasing Reveal math for our K-5th grade students, which will help with our core instruction as well as differentiation for our tier 2 and tier 3 students. We have purchased teaching materials and manipulative kits for our classroom teachers, Special Education teachers, and Title teachers.

ESSER II Funds will purchase half of the cost of a new HVAC system for our middle school. The heating and cooling in our middle school intermittently works which causes unequal air flow. We have numerous rooms that run hot or cold and many rooms without windows. A quality HVAC system will provide industry standard air filtration and circulation within the building. This will not only help lessen the spread of airborne germs, but will also help our students be less fearful, knowing the air is flowing, filtrated, and purified. Students will be able to focus more and learn better with steady room temperatures and quiet air vents.

ESSER II funds will go towards allowable Greenbush services to help our district with providing environmental/custodial support, teacher and leadership training, and PAT.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The technology will be determined by teacher feedback and student participation. Having devices in each classroom will help teachers be able to plan lessons around what is best for students and not a schedule as to when they get the Chromebook cart.

The Reveal Math series focusing on tier 2 and tier 3 students should have a direct impact on our Fastbridge screening scores and show that students are learning and retaining the knowledge.

With the HVAC, we will determine the impact from teacher, student, and administration feedback. Currently they share that the cooling/heating temperature varies greatly between classrooms and is very distracting towards student learning and participation. The teachers/administration should be able to provide feedback that this update has helped calm students and staff nerves and provider a higher quality educational environment for learning.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Stacey Fager

Date

| 05/27/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
257	lola	July 28, 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
257-1-001-20210810	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 34,000	\$ 34,000	\$ -	\$ -	\$ -	99871	Approved at 5/11/2021 State Board Meeting.
257-1-002-20210810	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 7,700	\$ 7,700	\$ -	\$ -	\$ -	99872	Approved at 5/11/2021 State Board Meeting.
257-1-003-20210810	Eligible	Direct Allocation	Vehicle Operation	Dues and Fees	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 3,300	\$ 3,300	\$ -	\$ -	\$ -	99876	Approved at 5/11/2021 State Board Meeting.
257-1-004-20210810	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. CHARGING STATIONS/CASES TO AVOID CHROMEBOOKS BEING IN A CENTRALLY LOCATED AREA to space students out and allow social distancing.	\$ 213,044	\$ 213,044	\$ -	\$ -	\$ -	99873	Approved at 5/11/2021 State Board Meeting.
257-1-005-20210810	Eligible	Direct Allocation	Instruction	Textbooks	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	CURRICULUM TO PROVIDE FOR OUR SPED AND TITLE CLASSROOMS INCLUDING MANIPULATIVE KITS. This will address unique needs of SPED and Title students that have identified learning gaps due to covid.	\$ 56,836	\$ 56,836	\$ -	\$ -	\$ -	99874	Approved at 5/11/2021 State Board Meeting.

257-1-006-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC UPGRADE AT THE MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION to lessen the risk of Covid transmission.	\$ 900,000	\$ 900,000	\$ -	\$ -	\$ -	99877	Approved at 5/11/2021 State Board Meeting.
257-1-007-20210810	Eligible	Direct Allocation	Support Services - General Administration	Purchased Professional & Technical Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	ENVIRONMENTAL COMPLIANCE/CUSTODIAL SUPPORT to improve sanitation and minimize spread of Covid.	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	99878	Approved at 5/11/2021 State Board Meeting.
257-1-008-20210810	Eligible	Direct Allocation	Central Services	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	ADMINISTRATIVE SERVICES to provide PD to administrators regarding leading during the pandemic to address learning loss, mental health needs due to Covid.	\$ 1,350	\$ 1,350	\$ -	\$ -	\$ -	99879	Approved at 5/11/2021 State Board Meeting.
257-1-009-20210810	Eligible	Direct Allocation	Support Services (Students)	LEA Payments to COOPs/Interlocals	11A. Planning and implementing summer learning or enrichment programs	PARENTS AS TEACHERS to provide Birth-3 services to address learning loss and anticipated increase in PAT numbers due to Covid	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	99880	Approved at 5/11/2021 State Board Meeting.
257-1-010-20210810	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 SERVICES to identify and assist students with gaps in learning due to covid.	\$ 600	\$ 600	\$ -	\$ -	\$ -	99875	Approved at 5/11/2021 State Board Meeting.

257-1-011-20210810	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19	\$ 51,000	\$ -	\$ 51,000	\$ -	\$ -	99980	New line item. July 15, per applicant: \$500 per staff, 102 total staff. Payout will be November 2021 with staff paychecks. New line item. Per discussion with applicant, intent for premium/incentive pay is for SY 21-22, and per direction, budget expenditures moved from SFY2021 to SFY 2022. Further, per discussion, the applicant clarified the incentive for the premium pay is staff retention.
257-1-012-20210810	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PREMIUM-INCENTIVE PAY FOR ADDITIONAL DUTIES THAT ARE IMPOSED UPON EACH EMPLOYEE TO PROTECT OUR STUDENTS, STAFF AND COMMUNITY AGAINST COVID-19	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	99990	New Line Item. July 15, per applicant: \$500 per staff, 80 total staff. Payout will be November 2021 with staff paychecks. New line item. See Row 257-1-011-20210810.

**Kansas CommonApp (2020)**

1731-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jjvxLYgj

# 293\_Quinter Public Schools\_ESSER II\_Change

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## Applicant details

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**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Quinter Public Schools

**Applicant / Mailing Address**

| PO Box 540

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Kurt Brown

**Applicant / Email Address of Owner, CEO, or Executive Director** | superintendent@quinterschools.org

**Applicant / Phone Number** | 785-754-2470

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Federal EIN (if applicable)** | 480724316

**Applicant / Website Address (if applicable)** | quinterschools.org

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## Application details

Full District Name		Quninter Schools
District Number		293
Mailing Address   Street Address		601 Gove Street
Mailing   City		Quinter
Mailing Address   Zip Code		67752
Authorized Representative of the District   Name		Kurt Brown
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		superintendent@quinterschools.org
Authorized Representative of the District   Phone Number		+17857542470

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impacts of COVID-19 have been significant and are ongoing. Quinter Public Schools has 326 students PreK- through 12th grade and all have been negatively impacted in some way. Assessment data indicates that the Kindergarten through 3rd grade population have seen regressions in both Reading and Math scores overall. The 5th and 6th grade classrooms have witnessed a significant regression in social emotional maturity. Office referral data indicates that students are experiencing a significant increase in peer conflict and do not possess the skills necessary to resolve conflicts, initiate tasks, work independently, or problem solve. While the academic impact on the junior high and high school students has been slight, observational data indicates that 7 to 12 grade students have experienced increased instances of anxiety, hopelessness, and initiation. The junior high and high school students have stated that they are simply waiting for it all to be taken away again and that has taken a significant emotional toll. The district began the year with believing that consistent in person instruction was vital to assisting students in overcoming these negative impacts. In order to accomplish this, the district has been forced to utilize and engage a high number of substitutes due to the high number of COVID-19 positive cases combined with required quarantines amongst staff. The cost of these substitutes has been significant due to the sheer number and the requirements of the Families First Coronavirus Act.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

| SPARK funding from Gove County \$201,000 received

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**



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 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.

These ESSER II funds will have allowed the district to provide both in person instruction to all PreK through 12th grade students while at the same time provide remote learning opportunities to students at home under quarantine. The ability to provide continuous in person learning opportunities to students has provided the school district with the mechanism to make significant progress in the remediation of the deficits identified earlier. Students are beginning to catch up. Due to the

commitment to in person instruction, the district has been able to assess the students regularly throughout the year utilizing Fastbridge for Reading and Math, Sabaers socially emotionally and now state assessments. All students will be assessed again in May utilizing Fastbridge and Sabaers. The in person instruction has also allowed for ongoing assessment using office referral, attendance and daily observational data.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act MOU and to purchase Chromebooks for students to access online programs addressing learning loss.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kurt Brown

Date | 07/02/2021

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USD	District Name	Data as of
293	Quinter Public Sch	July 28, 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
293-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 99,626	\$ 99,626	\$ -	\$ -	\$ -	71	Change Request. Previously approved for \$75,000 SFY 2021
293-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Substitute certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 16,720	\$ 16,720	\$ -	\$ -	\$ -	71	Change Request. Previously approved for \$17,000 SFY 2021
293-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Substitute non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 2,913	\$ 2,913	\$ -	\$ -	\$ -	71	Change Request. Previously approved for \$2000 SFY 2021
293-1-004-20210810	Eligible	Direct Allocation	Support Services (General Administration)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 6,581	\$ 6,581	\$ -	\$ -	\$ -	71	Change Request. Previously approved for \$6,700 SFY 2021
293-1-005-20210810	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 2,014	\$ 2,014	\$ -	\$ -	\$ -	71	Change Request. Previously approved for \$2000 SFY 2021
293-1-006-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 4,519	\$ 4,519	\$ -	\$ -	\$ -	71	Change Request. Originally requested \$0.00 on this line. More information was requested.

293-1-007-20210810	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 12,479	\$ 12,479	\$ -	\$ -	\$ -	71	Change Request. Previously approved for \$9,200 SFY 2021
293-1-008-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Change Request-Salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 8,545	\$ 8,545	\$ -	\$ -	\$ -	71	Change Request. Previously approved for \$9,000 SFY 2021



yBXEXVbR

## Applicant details

### Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Sylvan Unified Schools

**Applicant / Mailing Address**

| PO Box 303  
| Sylvan Grove, KS 64781

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Jude Stecklein

**Applicant / Email Address of Owner, CEO, or Executive Director** | jstecklein@usd299.org

**Applicant / Phone Number** | 785-526-7175

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Fiscal Agent / Name (if applicable)** | Sylvan Unified Schools

**Fiscal Agent / Email (if applicable)** | pschneider@usd299.org

**Fiscal Agent / Mailing Address (if applicable)**

| PO Box 303  
| Sylvan Grove, KS 67481

## Application details

Full District Name | Sylvan Unified Schools

District Number | 299

Mailing Address | Street Address | PO Box 303

Mailing | City | Sylvan Grove



Mailing Address | Zip Code | 67481

Authorized Representative of the District | Pam Schneider  
Name

Authorized Representative of the District | District Clerk  
Position or Title

Authorized Representative of the District | pschneider@usd299.org  
Email Address

Authorized Representative of the District | +17855267175  
Phone Number

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact COVID-19 had in our district was the unknowns of everything. Administration was trying to listen to the CDC, the state guidelines, the county health guidelines and all the waivers that were being issued. There were zoom meetings daily. The parents and students were wondering what was expected of them and things were changing daily. The fact that social distancing, masks and plexiglass were required as well as other guidelines, it was a mental stress on everyone. Those students that chose remote learning had to adjust to that as well as the teachers and paras.

The cost impact was purchasing technology so each student would be able learn on-line when needed and have internet for all students. Another cost impact was purchasing all the cleaning supplies, plexiglass, masks, and sanitizing supplies to use though out the school year.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We are having a Jump Start program in August for students who need extra help with reading and math and to get them started on a school schedule again before bringing in the remainder of the student body. These students will get extra help with evidenced based curriculum such as Lexia, Explore Learning and Learning Without Tears.

We are also installing a I Wave M Strips in the fan coil units and mini-split consoles and installing two Aerus Pure & Clean machines in the gym. We should have our ESSER I funds spent by the end of August.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individualn schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educaitonal agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educaitonal agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district plans on purchasing 16 Ultra-HD LED Multi-touch Display boards with cameras and on board computers. These will be a wall mount unit so students and teachers can all be viewing the same thing and it will help with the social distancing of everyone.

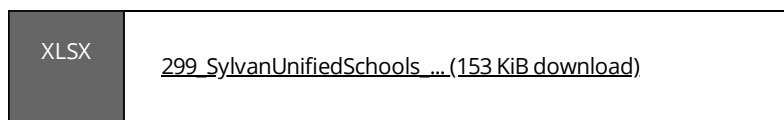
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The Ultra-HD-LED Multi-touch display boards will help for remote teaching and remote learning. The technology will help aid students with interaction between students and teachers. With the touch screen it will help students with disabilities interact with the teacher and students in the classroom and with other classrooms. It provides unlimited interaction up to 20 points of responsive touch to interact simultaneously. This will be an upgrade for remote learning, and it will help us with our on-line curriculum which will help us in case of COVID.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



## **Local Education Agency (LEA) Assurances**

# Section I. General Grant Assurances for Federal Funds

## **Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Pamela Schneider

Date

| 07/28/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
299	Sylvan Grove	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
299-1-001-20210810	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	The Plan is to have Kansas Filtration/Superior Air Products install a 4 cartridge Dust Collector, 4 Cartiridge Filter and Hopper w/ Barrel Lid Kit. Ducting inside to all machines w/slide gates to run 4 pieces, clamp together ductwork. Hang ductwork and erect dust collector. Install SAC3000 Ambient Air Cleaners for Weld Shop. There will be Fire Protection with explosion vent. Also Explosion Protection and backblast damper, flamex system and infrared fogging to control sparks ignition.	\$ 40,659	\$ 40,659	\$ -	\$ -	\$ -	07.2600.300	Approved at July 13th 2021 State Board Meeting. June 10: contacted Jude Strecklein for additional information regarding the new filtration system for the weld shop. This response was copied from the e mail received: "The dust and air filtration system will filter the ambient shop i the students and teachers breathe. The filters are a very high level nanofiber MERV 15 rated which provides efficiencies of 99.97 down to 0.3 micron. This is near HEPA efficiency in a self cleaning design. Most schools are going to a MERV 11 filter in theifir HVAC systems which is only 80% efficient at 1.0 micron. So the systems we are using are much more efficient at a smaller particle size where viruses are at. the system is designed to change out the entire air 6-8 times per hour which will provide fresh air at all times." Allowabalbe if CDC approves.
299-1-002-20210810	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	Our district will purchase cleaning and sanitizing supplies such as Disinfectant cleaning supplies, Bacteria Enzyme Treatment cleaners, spray bottles and triggers, Roll towels, mulitfold towels, gloves, vindicator, hand soap, laundry soap, etc. for all buildings in the district.	\$ 15,542	\$ 15,542	\$ -	\$ -	\$ -	07.2600.610	Approved at July 13th 2021 State Board Meeting.

299-1-003-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (including connectivity for the LEA's computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The Ultra-HD-LED Multi-touch display boards will help for remote teaching and remote learning. The technology will help aid students with interaction between students and teachers. With the touch screen it will help students with disabilities interact with the teacher and it provides unlimited interaction up to 20 points of responsive touch to interact simultaneously. This will be an upgrade for remote learning, and it will help us with our on-line curriculum which will help us in case of COVID.	\$ 50,382	\$ 50,382	\$ -	\$ -	\$ -	07.1000.700	New Line Item. Per narrative, These will be a wall mount unit so students and teachers can all be viewing the same thing and it will help with the social distancing of everyone. Per applicant, confirmed the request is to maintain social distancing and possible remote learning.
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**Kansas CommonApp (2020)**

1950-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DARLNqRB

# 312\_Haven\_ESSER II Plan\_0729 (copy)

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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** | 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.)

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## Application details

Full District Name | Haven

District Number | 312



Mailing Address   Street Address	414 W. Main
Mailing   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? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

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Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies 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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Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Summer Academy was a huge success! We would like to have Summer Academy for Summer 2022 and Summer 2023 that will address the needs of our low income students, children with disabilities and ESL learners. We will be using Fastbridge data to invite students into the academy and create a hands-on experience for them that will focus on academic and social/emotional needs. In grades 9-12 we will implement Credit Recovery programs for students.

We would like to implement an After School Program at the beginning of the 2022-2023 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.

For the 2021-2022 school year we will like to add an assistant nurse. With the threat of Covid 19 an assistant would be beneficial for helping to navigate positive Covid cases and assist with contact tracing, gathering information for the health department and notifying parents and staff of quarantine guidelines.

We would like to purchase hot spots to support our families that may not have access to the internet. This will give our students the opportunity to complete work or assignments at home.

We would like to continue to pay for a 7-12 interventionist for the 2022-2023 school year to provide high quality instruction that will target specific skills for individual students and small groups at the upper level. This will help with those students that may be behind on skills and get them on grade level.

We would like to continue with making our counselor full time for the 2022-2023 school year. This position did serve as half time at two buildings and due to the rise in mental health services making this position full time will help with providing adequate services and support for our students.

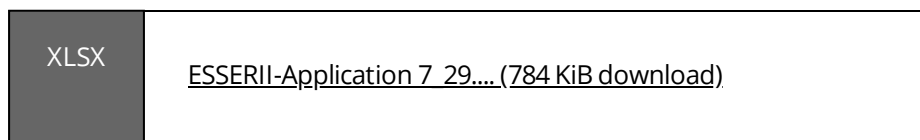
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the impact of our Summer Academy, Interventionist, Counselor, and After School program by using data from our Fastbridge testing and data collection. We will be able to address learning loss among students by looking at academic and social/emotional needs for each individual student and help them improve their skills and target what specific skills they are missing. We will be able to meet the needs of our students by providing hot spots to our families that do not have internet at home. This will allow students to complete work at home if needed. We will continue to sanitize and clean the facilities with our sanitizing materials and keep up with maintenance so that everyone feels safe coming into the buildings.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kara A Schwindt

Date | 07/29/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
312	Haven Public	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
312-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	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. (See attached doc)	\$ 25,652	\$ 25,652	\$ -	\$ -	\$ -	07-2120-00-320-05	Approved at 6/9/2021 State Board
312-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire an interventionist to provide high quality instruction to individual students and small groups (see attached doc)	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	07-2120-00-320-05	Approved at 6/9/2021 State Board
312-1-003-20210810	Eligible	Direct Allocation	Instruction-Related Technology	Other	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. (see attached doc)	\$ 40,800	\$ 40,800	\$ -	\$ -	\$ -	07-2120-00-320-05	Approved at 6/9/2021 State Board

312-1-004-20210810	Eligible	Direct Allocation	Instruction-Related Technology	Other	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	Approved at 6/9/2021 State Board
312-1-005-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Social/Emotional Support (see attached doc)	\$ 27,809	\$ 27,809	\$ -	\$ -	\$ -	07-2120-00-320-05	Approved at 6/9/2021 State Board
312-1-006-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	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	Approved at 6/9/2021 State Board
312-1-007-20210810	Eligible	Direct Allocation	Operation of Buildings	Furniture and Fixtures	7. Purchasing supplies to sanitize and clean LEA and school facilities	Sanitizing Washer/Dryer for uniforms, towels, clothes, etc. (see attached doc)	\$ 17,713	\$ 17,713	\$ -	\$ -	\$ -	07-2120-00-320-05	Approved at 6/9/2021 State Board
312-1-008-20210810	Eligible	Direct Allocation	Operation of Buildings	Heating and Cooling System	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Improve air quality in the school (see attached doc)	\$ 5,273	\$ 5,273	\$ -	\$ -	\$ -	07-2120-00-320-05	Approved at 6/9/2021 State Board



312-1-009-20210810	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW line item: Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care. Summer 2022 and 2023	\$ 56,256	\$ 56,256	\$ -	\$ -	\$ -	07-2120-00-320-05	New Line Item. Per narrative, We would like to have Summer Academy for Summer 2022 and Summer 2023 that will address the needs of our low income students, children with disabilities and ESL learners. We will be using Fastbridge data to invite students into the academy and create a hands-on experience for them that will focus on academic and social/emotional needs. In grades 9-12 we will implement Credit Recovery programs for students.
312-1-010-20210810	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	NEW line item: Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care. After School 2022/2023	\$ 48,000	\$ 48,000	\$ -	\$ -	\$ -	07-2120-00-320-05	New Line Item. Per narrative, We would like to implement an After School Program at the beginning of the 2022-2023 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.
312-1-011-20210810	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW line item: Hire an assistant nurse 2021-2022 school year	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	07-2120-00-320-05	New Line Item. Per narrative, For the 2021-2022 school year we will like to add an assistant nurse. With the threat of Covid 19 an assistant would be beneficial for helping to navigate positive Covid cases and assist with contact tracing, gathering information for the health department and notifying parents and staff of quarantine guidelines.

312-1-012-20210810	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW line item: Purchase hot spots so students have access to internet to complete work.	\$ 5,301	\$ 5,301	\$ -	\$ -	\$ -	07-2120-00-320-05	New Line Item. Per narrative, We would like to purchase hot spots to support our families that may not have access to the internet. This will give our students the opportunity to complete work or assignments at home. Per applicant, addresses learning loss, and students that are quarantined will need to complete work and some families do not have internet. This will allow them to complete their work so they are not behind.
312-1-013-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW line item: Hire an interventionist to provide high quality instruction to individual students and small groups. 2022-2023 school year	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	07-2120-00-320-05	New Line Item. Per narrative, We would like to continue to pay for a 7-12 interventionist for the 2022-2023 school year to provide high quality instruction that will target specific skills for individual students and small groups at the upper level. This will help with those students that may be behind on skills and get them on grade level.
312-1-014-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	NEW line item: Social/Emotional Support by having our counselor full time for the 2022-2023 school year	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	07-2120-00-320-05	New Line Item. Per narrative, We would like to continue with making our counselor full time for the 2022-2023 school year. This position did serve as half time at two buildings and due to the rise in mental health services making this position full time will help with providing adequate services and support for our students.

**Kansas CommonApp (2020)**

1788-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 332\_Cunningham\_ESSER II\_Change



KnRWbmmK

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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** | 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   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?	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.

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 2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The 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. - Change is bonus pay for staff instead of filtration system.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Jump Start students will take pre- and post-assessments to show impact.

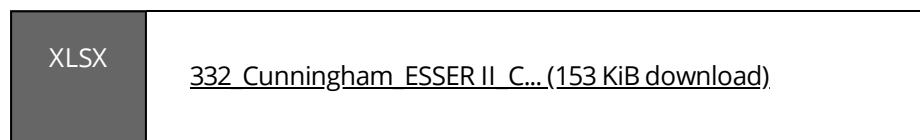
Our connectivity will improve within the individual classrooms by adding wireless access points. This would help rural students during instances of remote learning because they would be able to access the broadband from outside of the building if they are not able to access the internet at home.

We will provide devices to 100% of our secondary students.

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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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.
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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))

[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.

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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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(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

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Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and



assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stacy Webster

Date | 07/29/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
332	Cunningham	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
332-1-001-20210810	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Jump start Summer school teacher salaries-Change Request	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	97-1000-100-00	Change Request: Approved for \$15,000 SFY in 2021 and 2022
332-1-002-20210810	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	\$ -	\$ -	\$ -	97-1000-700-00	Approved at the 6/9/2021 State Board Meeting
332-1-003-20210810	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Extra duty pay for teachers- New Item	\$ 22,293	\$ 8,000	\$ 14,293	\$ -	\$ -	97-1000-100-00	New Line Item. Per applicant, the SFY 2021 amount is reimbursement, the district paid out to staff \$250 per certified teacher and \$500 per administrator during the 20-21 school year for extra duties related to planning and implementing remote learning for students. Staff agreed and performed the work. The SFY 2022 pay will be \$500 per certified teacher and administrator and likely will be paid in December. The incentive is retention in order to avoid the turnover experienced last year from Covid.

**Kansas CommonApp (2020)**

1738-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 346\_Jayhawk\_ESSERII\_Change



dVVODxnd

Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | Jayhawk USD #346

**Applicant / Mailing Address**

| PO Box 278  
| Mound City, Ks 66056

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Debbie Rhynerson

**Applicant / Email Address of Owner, CEO, or Executive Director** | drhynerson@usd346.org

**Applicant / Phone Number** | 913-795-2247

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Federal EIN (if applicable)** | 48-0699197

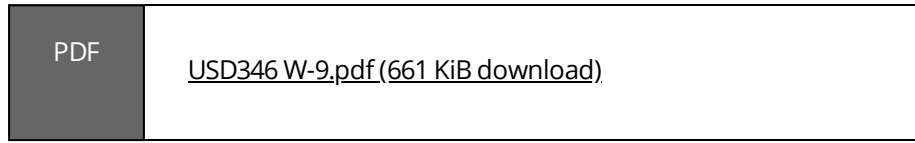
**Applicant / Website Address (if applicable)** | www.usd346.org

**Applicant / Mission Statement (if applicable)**

The mission of Jayhawk Unified School District #346 is to educate and empower all students with the skills necessary for success as responsible and caring citizens.

**Applicant / W9 or Year-end Financial Statement (if applicable)**

[Download Form W-9](#)



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## Application details

Full District Name	jayhawk schools
District Number	346
Mailing Address   Street Address	414 s. 5th street
Mailing   City	mound city
Mailing Address   Zip Code	66701
Authorized Representative of the District   Name	shawn thomas
Authorized Representative of the District   Position or Title	superintendent
Authorized Representative of the District   Email Address	kmcgrew@usd346.oprg
Authorized Representative of the District   Phone Number	+19137952247

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Since March, 2020 our students have experienced a fairly substantial disruption to their academic progress. Test scores showed that students experienced significant learning loss with moderate or severe levels of at-risk for academic performance in reading and math as measured by AIMSweb. High school students showed similar concerns on the ASPIRE, although this has been more difficult to ascertain, as this was our first year to give the ASPIRE assessment. Most individual students performed at levels on their Fall AIMSweb than we would have predicted for them in a normal school year, and a higher percentage were in need of intervention than in previous years. Social/Emotional measures showed students were still experiencing some levels of emotional distress. Our district has a high number of families that fall with the lowest socio-economic range, and they have few resources to deal with the learning and social disruptions caused by COVID-19. They have been especially hard hit by the disruption to formal schooling and the loss of the typical programming offered by the district. We have lost staff due to the pandemic as well as the continued decline in enrollment leading to the struggle to keep class sizes small and the student-to-teacher ratios on a positive level.

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

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.

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.

USD 346 plans to add two positions that will have a direct impact on student safety and the learning loss incurred during the pandemic. We plan to add a second school nurse that will help mitigate the problems of having two campuses and only one

nurse to deal directly with student illness, contact tracing, quarantines, reporting and follow-ups. We also plan to add a grades 7-12 interventionist teacher aide to support students in those grades with learning loss in the content areas of Math, Reading, and Science. In addition, USD 346 plans to give Premium retention pay to those licensed and classified employees that return. This will help retain experienced and trained personnel so that we may continue our mitigation protocols as well as our academic strategies aimed at closing the gap created by learning loss due to COVID. USD 346 will also offer a three week credit recover opportunity to grades 9-12 students who were unable to stay on track towards graduation through learning loss due to COVID. Finally, USD 346 plans to purchase and implement programming that will allow us to better use diagnostic screening and intervention programs that will specifically address the needs of our students who have experienced learning loss due to COVID. This programming will be aligned to the district's College and Career Readiness goals as well to seamlessly provide services to bring students in line with those goals by the time they graduate.

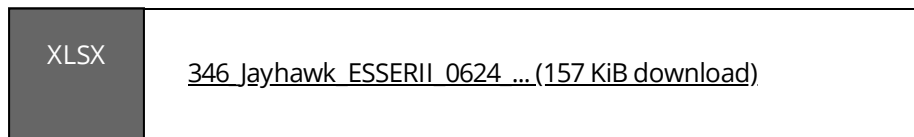
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to follow its normal school improvement procedures and processes. The Building Leadership Teams and content area PLCs will utilize achievement data (AIMSweb, ASPIRE, KS interim and assessment data, ACT, and WorkKeys) as well as social/emotional data from the Communities that Care and our SAEBRs screener, as well as Student Improvement data to determine areas of need. Those entities will develop action plans and prioritize resources to carry out those plans. Based upon this data, we would use ESSER II funds for greater support at the middle and secondary levels in the form of additional staff aimed at providing research-based interventions for those students who test below levels in Math, Reading, and Science. All staff will review individual student data for MTSS intervention planning. We expect to see achievement gaps closing and an increase in positive scores on social/emotional measures as a result of these expenditures.

### Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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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 prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.



Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Shawn Thomas

Date | 07/07/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
346	Jayhawk	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
346-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Premium Retention Pay for Licensed elementary teaching staff to retain experienced, trained elementary teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-002-20210810	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Adding another School Nurse position to help with mitigation, contact tracing, communication, reporting, and quarantine protocols.	\$ 108,000	\$ -	\$ 36,000	\$ 36,000	\$ 36,000	83	Approved at 7/13/2021 State Board
346-1-003-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding a Grade 7-12 Interventionist Aide position to work directly with teachers to address learning loss in Math, Science, and Reading due to Covid-19	\$ 120,000	\$ -	\$ 40,000	\$ 40,000	\$ 40,000	83	Approved at 7/13/2021 State Board

346-1-004-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Implementation of a three week Credit Recovery opportunity for secondary students who fell behind in graduation preparation as a result of learning loss due to Covid-19	\$ 9,500	\$ -	\$ 3,500	\$ 3,000	\$ 3,000	83	Approved at 7/13/2021 State Board
346-1-005-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for Licensed teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-006-20210810	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-007-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for Licensed staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	83	Approved at 7/13/2021 State Board

346-1-008-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for Licensed student support staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-009-20210810	Eligible	Direct Allocation	Instruction-Related Technology	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for Licensed technology staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-010-20210810	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-011-20210810	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	Premium Retention Pay for experienced building level administrators to continue successful implementation of adopted Covid-19 mitigation protocols as well as academic measures designed to offset learning loss due to Covid-19	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board

346-1-012-20210810	Eligible	Direct Allocation	Support Services - School Administration	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for building level support staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-013-20210810	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for part-time paraeducators who are trained and experienced in the programs adopted by our district to offset the learning loss due to Covid-19	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-014-20210810	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-015-20210810	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	Premium Retention pay for non-certified support staff who will use their experience and training for the continued mitigation of Covid-19 and the implementation of safety protocols for the new year.	\$ 1,300	\$ -	\$ 1,300	\$ -	\$ -	83	Approved at 7/13/2021 State Board

346-1-016-20210810	Eligible	Direct Allocation	Instruction-Related Technology	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for experienced district level technology staff to continue successful implementation of adopted Covid-19 mitigation protocols as well as academic measures designed to offset learning loss due to Covid-19	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-017-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for district and building level maintenance staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-018-20210810	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for district transportation staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff	\$ 11,250	\$ -	\$ 11,250	\$ -	\$ -	83	Approved at 7/13/2021 State Board
346-1-019-20210810	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Pay for building level meal preparation and Nutrition staff who are trained in planning and implementing Covid-19 protocols for the safety of students and staff	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	83	Approved at 7/13/2021 State Board

346-1-020-20210810	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	Materials for the creation of small, private cubicles in extra classroom space for at-risk students and students needing support due to learning loss due to Covid-19	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	83	New Line Item
346-1-021-20210810	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of the following software to address learning loss in various content areas and programs due to Covid-19. Programs include Edgnuity MyPath, Fastbridge Universal Screener and intervention programs, iCEV Career and Technical Education program, Freckle ELA and Math for Special Education, and ACT Mosaic and ACT Prep for College and Career Readiness	\$ 36,390	\$ -	\$ 36,390	\$ -	\$ -	83	New Line Item

**Kansas CommonApp (2020)**

1746-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KDOnGxEm

# 356\_Conway Springs\_ESSER II Plan\_0329 (copy)

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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 356 Conway Springs
- Applicant / Mailing Address**
  - 110 N Monnet
  - Conway Springs, KS 67031
- Applicant / First and Last Name of Owner, CEO, or Executive Director** | Clay Murphy
- Applicant / Email Address of Owner, CEO, or Executive Director** | murphy@usd356.org
- Applicant / Phone Number** | 620-456-2961

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

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## Application details

- Full District Name** | conway springs



District Number		356
Mailing Address   Street Address		110 n monnet
Mailing   City		conway springs
Mailing Address   Zip Code		67031
Authorized Representative of the District   Name		clay murphy
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		murphy@usd356.org
Authorized Representative of the District   Phone Number		+1620456-2961
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		andra@usd356.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 356 - Conway Springs is a rural school district with just over 400 public school students and we also partially serve 97 students who attend a local private school. During the shut down of in-school education in the spring of 2020, we had to provide remote learning for all of our students. This was hard on our students and teachers because none of them had ever been in this type of learning scenario. Through the summer, counselors and teachers offered to stay in contact with any students whenever they felt the need. As we began school in Fall 2021, we were able to hold in person classes with some still choosing to do remote learning. We also found some students, especially in our elementary grades were behind due to the remote learning from Spring 2020. Our staff has worked very hard to catch students up this year, but we have still seen some struggling, again, mostly in our lower elementary grades. The entire COVID-19 situation has created many challenges as we were all making adjustments in the middle of a crisis to ensure student and staff safety and to continue moving students forward in their educational process.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individualn schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies 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.

Throughout the COVID-19 pandemic, we have found areas that we need to address. We need to purchase more technology so that our students can have their own computer to be used by them only. This allows all students to have their computer at school and at home when needed. We also need to buy additional interactive boards for teachers to use while students are learning remotely. \nDuring our adjustment to the pandemic, we found that we need higher internet speed for our students and staff for remote learning situations, so we will be updating and adding fiber connectivity to help increase our information transition speed. We fond that the students who seem to have regressed the most during the remote learning time were in our lower elementary grades. We need to hire an additional teacher in that grade level area so that students can

have more one to one instruction to catch them up in math and reading. We also need to improve our curriculum in the elementary level and utilize diagnostic tests in that curriculum to better diagnose where each student is struggling so that we can individualize each students education to get them back on track. We will need to utilize staff through the summer to help students stay on track and will need to pay for subs from quarantines and trainings. Student and staff safety needs to be addressed with improved air quality utilizing fresh air movement and clean air. Replacing water fountains with bottle fillers to help stop any spread of germs is another area of concern. Other student safety tools will be addressed

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We have learned lessons each day throughout the pandemic. We have seen some success with some things and have had to make changes on others. We have looked at where we are lacking and feel we can utilize the ESSER II funds to make improvements. We will continue to monitor student success and safety as we make purchases and implement changes. We will continue to monitor student mental and physical health as well as continuing to track students achievement through assessments and surveys. We feel with the help of the ESSER II funds, we can continue to support our students and continue to see positive changes in them.

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

## **Local Education Agency (LEA) Assurances**

### **Section I. General Grant Assurances for Federal Funds**

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of 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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Clay Murphy

Date | 07/10/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
356	Conway Springs	July 28, 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
356-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for additional summer session for enhanced learning and social and emotional interventions due to COVID times learning disruption.	\$ 18,215	\$ -	\$ 18,215	\$ -	\$ -	07-1000-110-707	Approved at 5/11/2021 State Board Meeting
356-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Salary for additional staff to lower Elementary class size for more one on one learning to help with learning loss due to COVID.	\$ 38,980	\$ -	\$ 38,980	\$ -	\$ -	07-1000-110-707	Approved at 5/11/2021 State Board Meeting
356-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Wages for Substitute teachers covering classrooms of teachers gone due to COVID quarantine scenarios.	\$ 6,093	\$ 6,093	\$ -	\$ -	\$ -	07-1000-115-707	Approved at 5/11/2021 State Board Meeting
356-1-004-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social security & Medicare payroll costs - summer session (see above)	\$ 1,394	\$ -	\$ 1,394	\$ -	\$ -	07-1000-220-707	Approved at 5/11/2021 State Board Meeting
356-1-005-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social security & Medicare payroll costs - Elem class size (see above)	\$ 2,981	\$ -	\$ 2,981	\$ -	\$ -	07-1000-220-707	Approved at 5/11/2021 State Board Meeting
356-1-006-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social security & Medicare payroll costs - Substitute Teachers (see above)	\$ 435	\$ 435	\$ -	\$ -	\$ -	07-1000-220-707	Approved at 5/11/2021 State Board Meeting
356-1-007-20210810	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Unemployment payroll costs - summer session (see above)	\$ 18	\$ -	\$ 18	\$ -	\$ -	07-1000-250-707	Approved at 5/11/2021 State Board Meeting

356-1-008-20210810	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment payroll costs - Elem class size (see above)	\$ 39	\$ -	\$ 39	\$ -	\$ -	07-1000-250-707	Approved at 5/11/2021 State Board Meeting
356-1-009-20210810	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment payroll costs - substitute teachers (see above)	\$ 6	\$ 6	\$ -	\$ -	\$ -	07-1000-250-707	Approved at 5/11/2021 State Board Meeting
356-1-010-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	For band instrument covers to prevent spread of germs. Other classroom supplies for additional summer session -enhanced learning due to COVID.	\$ 4,788	\$ 144	\$ 4,644	\$ -	\$ -	07-1000-610-707	Approved at 5/11/2021 State Board Meeting
356-1-011-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST- Chromebooks for students, Computers for Teachers, increased fiber run, all to make available and to speed up the processing for Remote or Virtual learning due to COVID times.	\$ 75,466	\$ 51,673	\$ 23,793	\$ -	\$ -	07-1000-650-707	Change Request. Previously approved for \$42,174.80 SFY 2021 and \$19,753.19 SFY 2022. Approved at 5/11/2021 State Board Meeting
356-1-012-20210810	Eligible	Direct Allocation	Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST- The loss of learning in math, during COVID, is evident per our data - especially in the elementary. We need to improve our math curriculum, along with the diagnostic testing that comes with the curriculum to get students back on track. This whole school purchase and approach will pay dividends for many years.	\$ 24,924	\$ 24,924	\$ -	\$ -	\$ -	07-1000-644-707	Change Request. Previously approved for \$26,917.00 SFY 2022. Approved at 5/11/2021 State Board Meeting



356-1-013-20210810	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	CHANGE REQUEST- Additional measures of trying to prevent COVID spread by replacing water fountains with water bottle fillers, putting in new classroom sinks and replacing an outdated HVAC units to obtain better air quality. The new units will allow us to improve air quality in areas for all students and high traffic areas where social distancing is more difficult while addressing fresh air issues in all classrooms by bringing in more outside air which will improve air flow and quality of air. This will be a long term benefit for our students and staff during COVID and other illnesses.	\$ 104,505	\$ 7,190	\$ 97,316	\$ -	\$ -	07-2600-700-707	Change Request. Previously approved for \$1,603.92 SFY 2021 and \$85,000.00 SFY 2022. Approved at 5/11/2021 State Board Meeting. Allowable if CDC guidelines are met.
356-1-014-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	NEW ITEM- Salaries for time spent by our teachers on our crisis team who met to expand and update our crisis plans for dealing with COVID and to work on plans to help students deal with COVID and other crisis situations.	\$ 514	\$ 514	\$ -	\$ -	\$ -	07-1000-110-707	New line item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.
356-1-015-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	NEW ITEM- Social Security & Medicare payroll costs - crisis plans updating sessions.	\$ 39	\$ 39	\$ -	\$ -	\$ -	07-1000-220-707	New line item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.
356-1-016-20210810	Eligible	Direct Allocation	Instruction	Other Employee Benefits	5. Procedures and systems to improve LEA preparedness and response efforts	NEW ITEM- Unemployment payroll costs - crisis plans updating sessions.	\$ 0	\$ 0	\$ -	\$ -	\$ -	07-1000-250-707	New line item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.

**Kansas CommonApp (2020)**

1722-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zlxgyDKd

# 470 Arkansas City\_ESSERII\_CHANGE

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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** | 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

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## Application details

Full District Name	Arkansas City Public Schools
District Number	470
Mailing Address   Street Address	2545 Greenway Rd
Mailing   City	Arkansas City
Mailing Address   Zip Code	67005
Authorized Representative of the District   Name	William 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	sue.mcgowan@usd470.com
Other District Representative 2   Email Address	braden.smith@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 in a remote learning format, a hybrid learning format, and onsite. During these periods of remote and hybrid learning, USD 470 students and teachers used distance learning as effectively as possible and improved throughout the process but, as data has indicated, cannot replace onsite, in-person learning. The long duration of remote and hybrid learning has created learning loss for all students, especially those with disabilities, English Language Learners, foster care students, and students of poverty. USD 470 also recognizes a major impact on the social and emotional health of both our students and many of our staff members. USD 470 plans to increase instructional time to address this learning loss and social-emotional health by providing extended learning through both summer school, increasing personnel, making changes to the curriculum, incorporating new and renewed software packages, and providing increased professional development. USD 470 will take strides to increase social distancing and continue to maintain a high level of sanitation and personal protective equipment.

Does the district have remaining ESSER I funding that it has not yet spent as of	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 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 (SAs), administrators, bus drivers, and secretaries.

Curriculum and Personnel - This districtwide implementation of curriculum and professional development will require funds that are not available in the course of a normal budget cycle. In addition to curriculum focuses on math, reading, and social-emotional health, the district wishes to add additional teaching and administrative personnel for the 2021-22 school year to increase social distancing and more effectively meet the needs of students by providing additional one on one and small group instruction as well as support for the social and emotional needs of students. These funds will include literacy support services for professional development.

Communication - Communication with student families and the community is an area where USD 470 can make a vast improvement. During the pandemic, it became evident that communications, especially in the area of ESL homes, was a challenge. We are therefore requesting funds for an app called Talking Points that will allow for more effective translation in communications. USD 470 wants to extend a thank you for your time and efforts in reviewing this application and assisting us in funding our plan to make a difference in the lives of students.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use both formal and informal assessment data to steer students toward extended learning opportunities such as summer school and areas where PD is needed. These extended learning activities will range from a summer school enrichment model, to camps, band classes, and credit recovery. For communications, the district is basing the need for a new communicative app for use in communicating with families and the community

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | William Pfannenstiel

Date | 07/01/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.



USD	District Name	Data as of
470	Arkansas C	July 27, 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
470-1-001-20210810	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. These supports would focus on the recovery of lost learning resulting from the impact of the COVID 19 pandemic. Clarification Email addition: These new teacher positions will not go into place until the 2021-22 school year.	\$ 292,200	\$ -	\$ 292,200	\$ -	\$ -	003-13690	Approved at 6-9-2021 State Board Meeting.
470-1-002-20210810	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	Approved at 6-9-2021 State Board Meeting.

470-1-003-20210810	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. Clarification Email: The addition of 1.5 assistant principals in USD 470 can be broken into three areas that directly correlate with needs created by the COVID 19 Pandemic and the state, local, and our school districts' response. 1. Assistant principals will be added to focus on learning recovery due to losses suffered due to the pandemic. This includes coverage of extended learning opportunities provided to students both during the summer and during the school year. These positions, in addition to areas 2 and 3, will be highly critical in providing professional development of teachers, in providing supervision for students, and maintaining positive learning environments in their assigned buildings. 2. Due to the pandemic, USD 470 has and continues to increase the number of personnel in the buildings where these assistant principals will be assigned. With additional personnel, comes the need for additional supervisory functions and a need for increased personnel to handle these duties and responsibilities. The management and instructional leadership of buildings must be maintained as they grow and the pandemic has lead to increases in both classified and certified positions. 3. The recent report from KSDE, using the Kansas Communities That Care survey data shows a great need across the state for additional methods, personnel, and resources focused on the social-emotional wellness and success of all students. In line with the state report, the survey data in USD 470 also shows a substantial need for increased supports to curb depression and suicidal ideation. The following data from the KCTC survey reports what 71,000 students statewide in 2021, say about depression and suicide during the past year. 22,000 expressed feelings of depression 10,000 seriously consider killing themselves 6,700 made a plan to kill themselves 2,600 tried to kill themselves This data reflects that the equivalent of one 11-year-old in each KS school district has tried to kill himself. Within USD 470 we have seen a great increase in the need of students who need connections with both administrative personnel and counseling services. Through other avenues, our district has increased counseling and wellness services by adding personnel and by partnering with Four County Mental Health. In our largest elementary school and middle school, these additional assistant principals would be a valuable resource to see students sooner and help to address these issues related to social-emotional wellness. With access to ESSER II funds, additional personnel focused on assisting and providing a needed human resource or outlet for students are possible to address these challenges.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	003-14530	Approved at 6-9-2021 State Board Meeting.
470-1-004-20210810	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	Approved at 6-9-2021 State Board Meeting.
470-1-005-20210810	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	Approved at 6-9-2021 State Board Meeting.

470-1-006-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (including computers, 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	USD 470 plans to implement equity and inclusion initiatives in the district. The addition of the Talking Points app and other communication tools allow for the district, buildings, and teachers to communicate more effectively with non-English speaking parents and community members. Family engagement and support activities are being planned to assist families as well. Communication with specific subgroups was a challenge during remote and hybrid learning. The Talking Points app will further assist the district in providing social and emotional support to all. Clarification Email: The Talking Points app is focused on strengthening the connection between teachers and families, especially in low-income, non-English speaking households. Due to COVID 19, the district quickly learned that our connectivity and communications in these households was a barrier to learning that presented a challenge to overcome. We know that distance learning can not work without strong teacher-family communications which need to overcome language barriers. Through CARES-SPARK the district was successful in greatly increasing our connectivity, leaving a focus on communication. Our district plan has a focus on strengthening these communicative areas for future distance learning scenarios, such as additional remote and hybrid learning brought on by possible new variants of COVID 19 or other instances that would require a move toward other learning models.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	003-13960	Approved at 6-9-2021 State Board Meeting.
470-1-007-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (including computers, 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	CHANGE REQUEST: We plan to purchase a core curriculum resource for structured literacy and social-emotional learning. The resources currently in use are not sufficient to adaptively assess and address individual student intervention programs or the needed structured recovery of making up for learning lost during the COVID 19 Pandemic. Amendment: Since the original submission of this plan the district, through the use of a committee made up of teachers from all grade levels, recommended the adoption of CKLA Amplify - a structured literacy approach built on the science of reading which sequences deep content knowledge with explicit, systematic instruction in foundational skills; requires no supplementation in phonemic awareness, phonics; digital hub, audio books, print and e-readers available. The USD 470 Board of Education has approved this adoption.	\$ 300,606	\$ -	\$ 300,606	\$ -	\$ -	003-13960	Approved at 6-9-2021 State Board Meeting.

470-1-008-20210810	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	Approved at 6-9-2021 State Board Meeting.
470-1-009-20210810	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	Approved at 6-9-2021 State Board Meeting.
470-1-010-20210810	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	Approved at 6-9-2021 State Board Meeting.
470-1-011-20210810	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	Approved at 6-9-2021 State Board Meeting.
470-1-012-20210810	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	Approved at 6-9-2021 State Board Meeting.
470-1-013-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	Approved at 6-9-2021 State Board Meeting.

470-1-014-20210810	Eligible	Direct Allocation	Student Transportation	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	Approved at 6-9-2021 State Board Meeting.
470-1-015-20210810	Eligible	Direct Allocation	Instruction	Professional Education Services	12. Addressing learning loss among students, including vulnerable populations	Greenbush Literacy Support Services Clarification Email: USD 470 is a district where 56% of students qualify for free or reduced meals. The high number of students qualifying correlates to the deficits in literacy that the district has made great strides in overcoming. Due to and during the COVID 19 Pandemic, USD 470, while teaching in remote and hybrid formats, found that pedagogical constructs were less successful in filling these learning gaps. In many cases our data reflects that there actually are increases in the learning gaps for many students created by the loss of quality on-site instruction time with teachers. Filling the learning gaps of our students will require additional instruction time, new resources, and supports going forward. The Greenbush Literacy Support Service will support literacy instruction and provide literacy resources for educators and families. Resources provided include: instructional coaching and support, literacy resources for educators, and literacy resources for families with a goal of engaging families in joining the process, sharing family literacy data, and empowering families as readers.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	003-13930	Approved at 6-9-2021 State Board Meeting.
470-1-016-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM: Reimbursement for premium pay that was paid to all staff in December 2020 as a result of additional duties required because of the impact of the COVID 19 Pandemic. This premium pay was for \$500 / employee (excluding district administration). Teachers and service staff worked side by side preparing 'homebound or special' lessons, offering extra tutorial help for our students, designing new 'on-line' approaches to compel greater learning and participation, pitched in to help prepare/package/deliver meals, and participated in multiple webinars, meetings and trainings to learn new skills and become more expert in using online and remote delivery systems for all learners.	\$ 221,000	\$ 221,000	\$ -	\$ -	\$ -	003-13690	New Item. If this line item was planned before the work occurred and was paid out, the district may reimburse the district.
470-1-017-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1B. Any activity authorized by the Individuals with Disabilities Education Act.	NEW ITEM: Additional Special Education Teacher (.5) for Arkansas City High School. This position is needed as a result of COVID 19 and is tied to social distancing mitigation efforts and distancing large case loads. Fifty percent of this teachers salary comes from USD 470 with the other 50% coming from the Cowley County Special Education Cooperative run through USD 465.	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	003-13690	New Item

**Kansas CommonApp (2020)**

1135-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



oWDZeGQp

# 481\_Rural Vista\_ESSER II Plan\_0329

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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 481

**Applicant / Mailing Address**

414 E Goodnow  
Po Box 98  
White City, KS 66872

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Trish Rhodes

**Applicant / Email Address of Owner, CEO, or Executive Director** | trhodes@usd481.com

**Applicant / Phone Number** | 785-349-2964

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

**Applicant / Federal EIN (if applicable)** | 48-0723267

**Applicant / Website Address (if applicable)** | www.usd481.org

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## Application details

Full District Name	rural vista
District Number	481
Mailing Address   Street Address	414 e goodnow, po box 98
Mailing   City	white city
Mailing Address   Zip Code	66872
Authorized Representative of the District   Name	Trish Rhodes
Authorized Representative of the District   Position or Title	board clerk
Authorized Representative of the District   Email Address	irice@usd481.com
Authorized Representative of the District   Phone Number	+17853492964

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

usd 481 saw some academic loss because some students struggled to learn over zoom during the spring of last year, 2020. we have seen an increase in social-emotional needs throughout the district during this school year. teachers are reporting more struggles with social-emotional well-being this year. depression and anxiety have increased for many students. as a small school district all of our students, including special education students have been impacted. areas we will continue to address are cleaning of the facilities, additional full-time substitute teachers, additional nursing staff, social distancing, and assuring that we have the capability to teach remotely.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

| we anticipate using the rest of these funds to pay for the substitute teachers, health nurses, and extra custodians

### **Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The District proposes to use the ESSER II funds for the expenses that go with hiring full time substitute teachers, health nurses, extra custodians. Also getting the curriculum that will allow us to teach virtual and in person as needed. It will also help us purchase an extra bus for Hope and one for White City for social distancing purposes.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

the goal of the district is to provide in person instruction with the use of ESSER II funds. the funding of extra personnel, curriculum, and transportation will help meet this goal



## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and

accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section

1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

## **Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances**

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent

practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Trish Rhodes

Date | 07/12/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
481	Rural Vista	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
481-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Having on site substitute teachers will help with allowing only certain teachers in the classrooms. Cuts down on more contact outside of the District	\$ 51,623	\$ 17,639	\$ 33,984	\$ -	\$ -	07-00-1000-110-03	Previously approved for \$17,638.64 SFY 2021 and \$62,020 SFY 2022
481-1-002-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cleans and sprays disinfectant everyday in each classroom. Extra cleaning/cleaners as needed.	\$ 27,622	\$ 9,343	\$ 18,279	\$ -	\$ -	07-00-2600-120-00	Approved at 5/11/2021 State Board
481-1-003-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Helps contact tracing if needed, organize all the records of students, keep track of ill students.	\$ 25,122	\$ 3,750	\$ 21,372	\$ -	\$ -	07-00-2130-110-00	Approved at 5/11/2021 State Board

481-1-004-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	*CHANGE ITEM* Reading curriculum for Pre-k-5th Grade. Need to update to a curriculum that can go from in school to virtual without any issues. Added Preschool and 5th Grade to curriculum	\$ 33,755	\$ 33,755	\$ -	\$ -	\$ -	07-00-1000-650-00	Change Request. Previously approved for \$31,008.72 SFY 2021
481-1-005-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	*CHANGE ITEM*Science Curriculum for 5th-7th Grade. Need to update to a curriculum that can go from in school to virtual without any issues. Added 3rd and 4th grade in Hope	\$ 28,455	\$ 28,455	\$ -	\$ -	\$ -	07-00-1000-650-00	Change Request. Previously approve for \$10,507.04 SFY 2021
481-1-006-20210810	Eligible	Direct Allocation	Support Services (Instructional Staff)	Other Professional Educational Services	11B. Planning and implementing supplemental after-school programs	This program will serve students in Kindergarten through 8th Grade. This will be an "at risk" program for students that need extra support in school or need a place to be after school. Gives the students to work on school work, practice social emotional skills, and socialize with the other students. Teachers can recommend a student to utilize this program to help fill gaps that formed due to Covid.	\$ 9,900	\$ 9,900	\$ -	\$ -	\$ -	07-00-2200-329-00	Approved at 5/11/2021 State Board
481-1-007-20210810	Eligible	Direct Allocation	Instruction	Summer School	11A. Planning and implementing summer learning or enrichment programs	Summer school for the students with disabilities, or who has gap from last year when school was canceled due to Covid. This is to try and get them caught up to start the next year at the same grade level as their peers.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	07-00-1000-949-00	Approved at 5/11/2021 State Board

481-1-008-20210810	Eligible	Direct Allocation	Student Transportation Services	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are needing to add an extra bus for White City. The reason is so we can social distance while students are on the bus.	\$ 52,284	\$ 52,284	\$ -	\$ -	\$ -	07-00-2700-730-00	Approved at 5/11/2021 State Board
481-1-009-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	10. Providing mental health services and supports	*NEW ITEM* Second Step is a K-8 Social and Emotional Learning program designed to address issues/areas such as conflict resolution, substance use prevention, bullying prevention, self-esteem, working with others and meets school counseling standards. It is beneficial for students in light of Covid-19 and the multiple ways the pandemic has affected students and their families lives. During the time they were not in school many experienced social isolation, disrupted learning of core as well as SEL standards, job disruption or adjustments, family illness and or death due to Covid-19 complications	\$ 7,342	\$ 7,342	\$ -	\$ -	\$ -	07-00-1000-650-00	New Line Item

**Kansas CommonApp (2020)**

1732-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EboNVnke

# 487\_Herington\_ESSERII\_Change

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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** | Herington USD 487

**Applicant / Mailing Address**

| 19 N. Broadway  
| Herington, KS 67449

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Donalyn Biehler

**Applicant / Email Address of Owner, CEO, or Executive Director** | dbiehler@usd487.org

**Applicant / Phone Number** | 7852582263

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)** | Robyn Heitfield

**Fiscal Agent / Email (if applicable)** | robynh@usd487.org

**Fiscal Agent / Mailing Address (if applicable)**

| 19 N. Broadway  
| Herington, KS 67449



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## Application details

Full District Name	herington
District Number	487
Mailing Address   Street Address	19 n broadway
Mailing   City	herington
Mailing Address   Zip Code	67449
Authorized Representative of the District   Name	donalyn biehler
Authorized Representative of the District   Position or Title	superintendent
Authorized Representative of the District   Email Address	dbiehler@usd487.org
Authorized Representative of the District   Phone Number	+17852582263
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| See previously submitted application for responses.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

### **Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individualn schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, 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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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

| See previously submitted application for responses

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| See previously submitted application for responses

### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across

funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

### **Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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]

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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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- (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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Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families 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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Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Donalyn Biehler

Date | 07/02/2021

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USD	District Name	Data as of
487	Herington	8/02/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
487-1-001-20210810	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	2 full time substitute teachers employed to cover classrooms when teachers were placed in quarantine, etc.	\$ 98,929	\$ 20,929	\$ 78,000	\$ -	\$ -	91e10001 12010002 1	Change Request- Was approved for \$7,265.07 in SFY 2021 and \$72,650.70 in SFY 2022. Per Applicant, "Substitutes will become full time interventionists within our K-12 MTSS structure if they are not utilized in a classroom that day."
487-1-002-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Instructional supplies to address learning loss	\$ 23	\$ 23	\$ -	\$ -	\$ -	91e10006 10010002 1	Approved at 7/13/2021 State Board Meeting.

487-1-003-20210810	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hotspots, chromebook repairs/replacement as needed	\$ 1,765	\$ 1,765	\$ -	\$ -	\$ -	91e10006 50010002 1	Change Request-\$587.63 in SFY 2021 and \$46,000 in SFY in 2022. Per narrative, We will utilize funds to replace damaged/missing technology. End user devices returned to school this year in a variety of disrepair. Many units had to be replaced rather than repaired due to their condition. While the number of students participating in remote learning dwindled throughout this school year, the technology needs did not. Further, per applicant, Increased usage of devices in homes last year rendered much of that technology useless when it returned to us this past Spring. Continuing to ensure a one to one initiative within the district allows us to personalize learning in the upcoming year to address COVID related learning loss.
487-1-004-20210810	Eligible	Direct Allocation	Support Services (Students)	Communications	2. Coordination of COVID-19 preparedness and response efforts	Verizon cell phone for extra nurse, admin/sped cell phone	\$ 214	\$ 214	\$ -	\$ -	\$ -	91e21005 30010002 1	Change Request- Was approved for \$1,000 in SFY 2021 and \$1,000 in SFY 2022. Per applicant, "Nurse( utilized PRN for contact tracing, etc.)"
487-1-005-20210810	Eligible	Direct Allocation	Health Services	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PPE-disposable face masks for student and visitor use	\$ 398	\$ 398	\$ -	\$ -	\$ -	91e21306 10010002 1	Change Request- Was approved for \$128.83 in SFY 2021 and \$7,000 in SFY 2022



487-1-006-20210810	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Mental Health first aid training for all staff	\$ 1,157	\$ 1,157	\$ -	\$ -	\$ -	91e22003000100021	Approved at 7/13/2021 State Board Meeting. Per narrative, Professional development needs of our staff changed with this unique year. We focused on Mental Health first aid and providing our staff with the tools they need to address the unprecedented social-emotional needs of students and co-workers.
487-1-007-20210810	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	Purchased supplies for custodial use	\$ 4,117	\$ 2,485	\$ 1,632	\$ -	\$ -	91e26006100100021	Change Request- Was approved for \$4,500 in SFY 2021, \$22,000 in SFY 2022, and \$18,000 in SFY 2023
487-1-008-20210810	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Disposable trays, utensils, and materials for Grab and Go meals to be prepared for in person and remote students	\$ 2,463	\$ 2,463	\$ -	\$ -	\$ -	91e31206000100021	Change Request- Was approved for \$2,400 in SFY 2021 and \$3,000 in SFY 2022. Per narrative, Food service underwent extreme changes this year to comply with mitigation efforts. This created increased costs for disposable trays, utensils, etc.
487-1-009-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	K-12 summer school expenditures-staff wages	\$ 24,565	\$ 7,716	\$ 16,849	\$ -	\$ -	91e10001100100021	Change Request- Was approved for \$30,000 in SFY 2021 and \$30,000 in SFY 2022. Per applicant, "Summer school will run from June 1-July 1 and employ 10 certified staff members to deliver instruction to students in grades K-11 (approximately 70 students total)."

487-1-010-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA, etc. contributions for summer school staff wages	\$ 2,276	\$ 650	\$ 1,626	\$ -	\$ -	91e10002 20010002 1	Change Request- Was approved for \$2,295 in SFY 2021 and \$2,295 in SFY 2022.
487-1-011-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Custodial Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional custodial staff/increased cleaning services for sanitizing all vehicles and facilities	\$ 27,860	\$ 27,860	\$ -	\$ -	\$ -	91e26004 23010002 1	Change Request- Was approved for \$27,589.50 in SFY 2021 and \$55,412.64 in SFY 2022. Per narrative, We'll continue to address increased cleaning of our facilities.
487-1-012-20210810	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	FICA for full time substitute teachers	\$ 7,578	\$ 1,611	\$ 5,967	\$ -	\$ -	91e10001 12010002 1	Change Request- Was approved for \$556 in SFY 2021 and \$5,558 in SFY 2022
487-1-013-20210810	Eligible	Direct Allocation	Social Work Services	Purchased Professional & Technical Services	10. Providing mental health services and supports	Coordination of mental health services for students	\$ 6,855	\$ 6,855	\$ -	\$ -	\$ -	91e21133 00010002 1	New Line Item. Per applicant, Mental Health Liaison works to communicate with families to ensure paperwork for qualification is completed accurately. Also works to schedule therapy sessions in coordination with the local MHC. Works with district staff members to identify students in need of services through the Mental Health Initiative. Increased responsibilities in all areas due to the number of students exhibiting need for services/support.

487-1-014-20210810	Eligible	Direct Allocation	Health Services	Part-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional nurse help for contact tracing, etc.	\$ 154	\$ 154	\$ -	\$ -	\$ -	91e21301 13010002 1	New Line Item
487-1-015-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School transportation	\$ 1,013	\$ 357	\$ 656	\$ -	\$ -	91e27101 20010002 1	New Line Item: Per applicant, Summer school was provided to address learning loss. Students were transporting to increase the likelihood of their participation.
487-1-016-20210810	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA, etc. for Summer school transportation	\$ 77	\$ 27	\$ 50	\$ -	\$ -	91e27102 20010002 1	New Line Item
487-1-017-20210810	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Foodservice created Grab and Go meals for remote learners in addition to preparing for brick and mortar meal service. Delivery of Grab and Go meals to remote learners.	\$ 16,429	\$ 16,429	\$ -	\$ -	\$ -	91e31001 20010002 1	New Line Item

487-1-018-20210810	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA etc. for Foodservice staff	\$ 1,257	\$ 1,257	\$ -	\$ -	\$ -	91e31002 20010002 1	New Line Item
487-1-019-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified wages for summer school support/instruction	\$ 5,880	\$ 1,470	\$ 4,410	\$ -	\$ -	91e10001 20010002 1	New Line Item. Prior approval for summer school certified staff.
487-1-020-20210810	Eligible	Direct Allocation	Instruction	Books and Periodicals	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Curriculum purchased to address learning gaps	\$ 7,342	\$ 7,342	\$ -	\$ -	\$ -	91e10006 40010002 1	New Line Item. Per applicant, Second Step (social emotional curriculum K-8), Scholastic curriculum for Elementary summer school program.

487-1-021-20210810	Eligible	Direct Allocation	Instruction	Books and Periodicals	11A. Planning and implementing summer learning or enrichment programs	Curriculum purchased to address learning gaps during summer school.	\$ 31	\$ 31	\$ -	\$ -	\$ -	91e10006 40010002 1	New Line Item. Per applicant, Second Step (social emotional curriculum K-8), Scholastic curriculum for Elementary summer school program.
487-1-022-20210810	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Provision of additional health services to students	\$ 9,831	\$ 9,831	\$ -	\$ -	\$ -	91e21001 10010002 1	New Line Item. Per applicant, Additional nurse position to support contact tracing and provide services district wide when our regular school nurse was recovering from COVID-19. Increased counseling responsibilities of current counselors in response to the toxic stress experienced by our students during the pandemic.
487-1-023-20210810	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, etc. for additional nurse services	\$ 764	\$ 764	\$ -	\$ -	\$ -	91e21002 20010002 1	New Line Item
487-1-024-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM FFCRA pay for teachers with COVID or quarantined due to exposure	\$ 15,208	\$ 15,208	\$ -	\$ -	\$ -	91e10001 10010002 1	New Line Item

487-1-025-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM FFCRA pay for Teacher aides with COVID or quarantined due to exposure	\$ 4,144	\$ 4,144	\$ -	\$ -	\$ -	91e10001 20010002 1	New Line Item
487-1-026-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM FICA for FFCRA wages	\$ 1,480	\$ 1,480	\$ -	\$ -	\$ -	91e10002 20010002 1	New Line Item
487-1-027-20210810	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	NEW ITEM Clerk vacation buyback for time not able to use and FFCRA wages	\$ 2,288	\$ 2,288	\$ -	\$ -	\$ -	91e23001 20010002 1	New Line Item. Per applicant, HR records indicate that the current Board Clerk ended the past fiscal year with a balance of 8.5 out of 17 leave days. Increased reporting for Food Service/ESSER/SPARKS/etc. were the reason for leave not taken.
487-1-028-20210810	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	NEW ITEM FICA Clerk vacation and FFCRA	\$ 175	\$ 175	\$ -	\$ -	\$ -	91e23002 20010002 1	New Line Item

487-1-029-20210810	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	NEW ITEM Bldg Secretaries and FCCRA	\$ 3,517	\$ 3,517	\$ -	\$ -	\$ -	91e24001 20010002 1	New Line Item
487-1-030-20210810	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	NEW ITEM FICA bldg secretaries	\$ 269	\$ 269	\$ -	\$ -	\$ -	91e24002 20010002 1	New Line Item
487-1-031-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM Bus driver wages and FCCRA pay	\$ 5,937	\$ 5,937	\$ -	\$ -	\$ -	91e27101 20010002 1	New Line Item
487-1-032-20210810	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM FICA bus drivers	\$ 454	\$ 454	\$ -	\$ -	\$ -	91e27102 20010002 1	New Line Item

487-1-033-20210810	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM	Bus fuel for summer school	\$ 264	\$ 264	\$ -	\$ -	\$ -	91e27106260100021	New Line Item
487-1-034-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM	Retention pay for certified staff	\$ 84,958	\$ -	\$ 84,958	\$ -	\$ -	91e10001100100021	New Line Item. Per applicant, 42 staff will receive retention pay in the sum of \$1,500 per staff member. The district will distribute the pay in 3 equal installments of \$500 in August, November and April.
487-1-035-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM	FICA retention for cert staff	\$ 6,504	\$ -	\$ 6,504	\$ -	\$ -	91e10002200100021	New Line Item
487-1-036-20210810	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	NEW ITEM	Retention pay for bldg admin	\$ 13,498	\$ -	\$ 13,498	\$ -	\$ -	91e24001100100021	New Line Item. Per applicant, 4 staff will receive retention pay in the sum of \$1,500 per staff member. The district will distribute the pay in 3 equal installments of \$500 in August, November and April.



487-1-037-20210810	Eligible	Direct Allocation	Support Services - Non-School Administration	Regular Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM	Retention pay for bldg secretaries	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	91e24001 20010002 1	New Line Item. Per applicant, 5 staff will receive retention pay in the sum of \$1,500 per staff member. The district will distribute the pay in 3 equal installments of \$500 in August, November and April.
487-1-038-20210810	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	NEW ITEM	FICA for bldg admin/secretaries	\$ 1,531	\$ -	\$ 1,531	\$ -	\$ -	91e24002 20010002 1	New Line Item
487-1-039-20210810	Eligible	Direct Allocation	Support Services - General Administration	Regular Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM	Retention pay for Supt	\$ 1,395	\$ -	\$ 1,395	\$ -	\$ -	91e23001 10010002 1	New Line Item. Per applicant, staff will receive retention pay in the sum of \$1,500 per staff member. The district will distribute the pay in 3 equal installments of \$500 in August, November and April.
487-1-040-20210810	Eligible	Direct Allocation	Support Services - General Administration	Regular Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM	Retention pay for Clerk/Treasurer	\$ 2,790	\$ -	\$ 2,790	\$ -	\$ -	91e23001 20010002 1	New Line Item. Per applicant, staff will receive retention pay in the sum of \$1,500 per staff member. The district will distribute the pay in 3 equal installments of \$500 in August, November and April.

487-1-041-20210810	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	NEW ITEM FICA for District Office	\$ 418	\$ -	\$ 418	\$ -	\$ -	91e23002 20010002 1	New Line Item.
487-1-042-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM Retention pay for Tech Staff	\$ 2,210	\$ -	\$ 2,210	\$ -	\$ -	91e22001 20010002 1	New Line Item. Per applicant, 1.5 staff will receive retention pay in the sum of \$1,500 per staff member. The district will distribute the pay in 3 equal installments of \$500 in August, November and April.
487-1-043-20210810	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM FICA for Tech Staff	\$ 167	\$ -	\$ 167	\$ -	\$ -	91e22002 20010002 1	New Line Item
487-1-044-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM Retention pay for bus drivers	\$ 8,544	\$ -	\$ 8,544	\$ -	\$ -	91e27101 20010002 1	New Line Item. Per applicant, 3 staff will receive retention pay in the sum of \$1,500 per staff member working greater than 50% of the school day. 5 staff will receive retention pay in the sum of \$750 per staff member working less than 50% of the school day. The district will distribute the pay in 3 equal installments in August, November and April.

487-1-045-20210810	Eligible	Direct Allocation	Vehicle Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM FICA for bus drivers	\$ 652	\$ -	\$ 652	\$ -	\$ -	91e27102 20010002 1	New Line Item
487-1-046-20210810	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM Retention pay for food service	\$ 9,208	\$ -	\$ 9,208	\$ -	\$ -	91e31001 20010002 1	New Line Item. Per applicant, 6 staff will receive retention pay in the sum of \$1,500 per staff member working greater than 50% of the school day. The district will distribute the pay in 3 equal installments in August, November and April.
487-1-047-20210810	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM FICA for food service	\$ 667	\$ -	\$ 667	\$ -	\$ -	91e31002 20010002 1	New Line Item
487-1-048-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM Retention pay for Instructional Aides	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	91e10001 20010002 1	New Line Item. Per applicant, 8 staff will receive retention pay in the sum of \$1,500 per staff member working greater than 50% of the school day. The district will distribute the pay in 3 equal installments in August, November and April.

487-1-049-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM FICA for instructional aides	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	91e10002 20010002 1	New Line Item
487-1-050-20210810	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	NEW ITEM Retention pay for Nurse	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	91e21001 20010002 1	New Line Item. Per applicant, staff will receive retention pay in the sum of \$1,500 per staff member. The district will distribute the pay in 3 equal installments of \$500 in August, November and April.
487-1-051-20210810	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM FICA for nurse	\$ 100	\$ -	\$ 100	\$ -	\$ -	91e21002 20010002 1	New Line Item

**Kansas CommonApp (2020)**

1749-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

509 (copy)



xwnNMrzp

Applicant details

## Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

**Select an Applicant Type** | Unified School District

**Applicant / Entity Name** | South Haven School

**Applicant / Mailing Address**

PO Box 229  
South Haven, KS 67140

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Brooke Price

**Applicant / Email Address of Owner, CEO, or Executive Director** | brookeprice@usd509.org

**Applicant / Phone Number** | 620-892-5215

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | South Haven School

District Number | 509

Mailing Address | Street Address | PO Box 229, 229 St Kickapoo St

Mailing | City | South Haven

Mailing Address | Zip Code | 67140

Authorized Representative of the District | Name | Brooke Price

Authorized Representative of the District | Position or Title | BOE/District Clerk

Authorized Representative of the District | Email Address | brookeprice@usd509.org

Authorized Representative of the District | Phone Number | +1620892-5215

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.

South Haven USD 509 is a small rural district in South Sumner County with a current student population of 210 students in grades Prek-12. While the Continuous Learning Plan utilized in the Spring of 2020 kept many students afloat, during that period, nearly 30% of our students were absent or had unpredictable attendance. On the last day of school in May, 25% of our high school students were failing at least one class required for graduation, with some students failing multiple core classes. This was a ten-fold increase from previous years.

The fall 2020 elementary benchmark testing in math and reading indicated a 15% - 25% drop in scores compared with previous years' fall testing. With the lack of real social interaction from March 2020 to September 2020, South Haven students being identified as behaviorally/mentally at-risk increased significantly. Once referrals also rose as well as student absenteeism. This attendance challenge was acerbated by student under quarantine, which during the months of November, December, and January, hovered around 25% of the entire student body... the silver lining being, that a minimal number students tested positive for the COVID virus and were able to learn remotely.

Sadly, an un-proportional high number of low SES families/students (85% of those choosing remote-learning) chose to begin the year in a full remote learning model. The motivation might have been driven by fear of being infected by the virus or possibly the opportunity of receiving free or reduced internet

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

**Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.**

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

**Please note:** "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

### **Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

To address the loss of learning created by the pandemic, USD 509 added a full time Title 1 teacher to their staff in the fall of 2020. The district intends to use ESSER II allocation money to pay the salary for this newly created position. Because of the SEL loss starting in March 2020, South Haven has created a new "Summer Fun" k-12 enrichment program, led by three teachers, to strengthen not only student social/emotional skills but will also include math and reading activities. Bus transportation to/from school will be provided (Bus Drivers and fuel). The 5-week program will be broken down into 2-week segments for K-2 and 3-5 with a field trip schedule on Thursday of each week. Grades 6-12 will consist of only Field Trips

and

focus primarily on SEL. Currently, 42 South Haven students have registered to participate in the Summer Fun program. Additional summer custodial services will be required for this enrichment program as well teaching materials and supplies.

For the 2020-2021 school year, USD 509 intends to use ESSER II funds to pay for staff (certified and classified) sick leave caused by COVID quarantines/isolations along with required substitute teachers caused by COVID. With the need for more

intense cleaning, USD 509 was forced to increase their custodial hours in order to address the increased cleaning work load.

For sanitization purposes, ESSER II funds are being used for backpack sanitizing sprayers, touchless towel, soap, and hand

sanitizer dispensers and additional cleaning supplies (soap, towels, etc.). As the need arises, more PPE equipment may be

purchased, i.e., gloves, adult and youth face masks.

Finally, USD 509 intends utilizing ESSER II funds to cover Instructional technology tools required for remote learning, i.e.,

Chromebooks, iPads, filtering software, Zoom and Seesaw licenses, technology replacement parts

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

South Haven USD 509 will determine the impact of its ESSER II funds on students by monitoring student success using various tools. Attendance will be monitored using both the district's student information system and a tool the district uses to track student quarantines and isolation on a daily basis. With regards to the Summer Fun enrichment program, the district will survey all parents of participating students to measure the effectiveness of this new program and make adjustments accordingly. As the 21-22 school year progresses, the district will actively monitor its student reading and math benchmark tests, Tier II and Tier III student progress

## Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

**Throughout the period of the grant award, the LEA will comply with all requirements of:**

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:



34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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 if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

## Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Brooke Price-7/14/2021

Date | 08/04/2021

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Log in to [commonapp.grantplatform.com](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
509	South Haven	8/02/2021

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
509-1-001-20210810	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Teacher leave day due to COVID, Quarantine, or reactions from vaccine	\$ 6,810	\$ 6,810	\$ -	\$ -	\$ -	43	Approved at 5/11/2021 State Board Meeting
509-1-002-20210810	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	New Title Teacher hired April 2020 for the 20-21 school year to address the needs of students who were forced to remote learn for the remainder of school year 19-20	\$ 39,700	\$ 39,700	\$ -	\$ -	\$ -	43	Approved at 5/11/2021 State Board Meeting

509-1-003-20210810	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	2. Coordination of COVID-19 preparedness and response efforts	Substitute Teachers hired to sub in classes where teachers who were either home with COVID, quarantine caused by close contact, and for certified personnel to assist classroom students while the quarantined teacher taught from home.	\$ 13,275	\$ 13,275	\$ -	\$ -	\$ -	43	Approved at 5/11/2021 State Board Meeting
509-1-004-20210810	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Summer School Teacher Salaries	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	43	Change Request-Was approved for \$8,000 in SFY 2021
509-1-005-20210810	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Teacher Aide days off due to COVID, Quarantine, or reactions from vaccine	\$ 564	\$ 564	\$ -	\$ -	\$ -	43	Approved at 5/11/2021 State Board Meeting
509-1-006-20210810	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security & Medicare amount for salaries	\$ 4,613	\$ 4,613	\$ -	\$ -	\$ -	43	Change Request-Was approved for \$5,229 in SFY 2021

509-1-007-20210810	Eligible	Direct Allocation	Instruction	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Unemployment benefits	\$ 60	\$ 60	\$ -	\$ -	\$ -	43	Change Request was approved for \$68 in SFY 2021
509-1-008-20210810	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer School supplies purchased	\$ 1,847	\$ 339	\$ 1,508	\$ -	\$ -	43	Change Request- Was approved for \$2,500 in SFY 2021. Relied on narrative in Common App to understand link to Covid.
509-1-009-20210810	Eligible	Direct Allocation	Instruction	Supplies & Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchasing Chromebooks, cases, licenses, along with internet safety/filter software to aid in helping our students remain safe while using the internet for remote learning. 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.	\$ 10,741	\$ 10,741		\$ -	\$ -	43	Change Request-Was approved for \$8,727 in SFY and \$1,273 in SFY 2022. Changed object code per district request.
509-1-011-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	7. Purchasing supplies to sanitize and clean LEA and school facilities	Custodial leave day for COVID testing/quarantine/isolation	\$ 84	\$ 84	\$ -	\$ -	\$ -	43	Approved at 5/11/2021 State Board Meeting

509-1-012-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Custodial Salary	\$ 4,800	\$ 693	\$ 4,108	\$ -	\$ -	43	Change Request- Was approved for \$4,800 in SFY 2021. Relied on narrative in Common App to understand link to Covid.
509-1-013-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security & Medicare amount for salaries	\$ 371	\$ 59	\$ 312	\$ -	\$ -	43	Change Request-Was approved for \$59.39 in SFY 2021 and \$312.08 in SFY 2022
509-1-014-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Unemployment benefits	\$ 5	\$ 1	\$ 4	\$ -	\$ -	43	Change Request-Was approved for \$5 in SFY 2021
509-1-015-20210810	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing additional cleaning supplies, gloves, disinfectant sprayer due to the pandemic	\$ 7,163	\$ 4,060	\$ 3,103	\$ -	\$ -	43	Change Request-Was approved for \$3,000 in SFY 2021 and \$2,000 in SFY 2022

509-1-016-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Bus Drivers Routes off due to COVID, quarantine, or reaction to vaccine	\$ 328	\$ 328		\$ -	\$ -	43	Approved at 5/11/2021 State Board Meeting. Relied on narrative in Common App to understand link to Covid.
509-1-017-20210810	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Substitute Bus Drivers	\$ 328	\$ 328	\$ -	\$ -	\$ -	43	Approved at 5/11/2021 State Board Meeting. Relied on narrative in Common App to understand link to Covid.
509-1-018-20210810	Eligible	Direct Allocation	Vehicle Operation	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Route Drivers	\$ 600		\$ 600	\$ -	\$ -	43	Change Request- Was approved for \$600 in SFY 2021. Relied on narrative in Common App to understand link to Covid.
509-1-019-20210810	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer SchooActivity Driver	\$ 600		\$ 600	\$ -	\$ -	43	Change Request- Was approved for \$600 in SFY 2021. Changed object code per district request.



509-1-020-20210810	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security & Medicare amount for salaries	\$ 140		\$ 140	\$ -	\$ -	43	Change Request- Was approved for 140.12 in SFY 2021
509-1-021-20210810	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Unemployment benefits	\$ 11		\$ 11	\$ -	\$ -	43	Change Request- Was approved for \$10.66 in SFY 2021