

ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS						
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹	
1	111	Doniphan West Schools	293	30%	\$ 186,406	\$ 179,300	96%	\$ 179,300	100%	\$ 613	
2	206	Remington-Whitewater	456	39%	\$ 236,899	\$ 25,120	11%	\$ 25,120	100%	\$ 55	
3	208	Wakeeney	357	37%	\$ 216,571	\$ 216,571	100%	\$ 216,571	100%	\$ 607	
4	211	Norton Community Schools	620	42%	\$ 439,659	\$ 350,145	80%	\$ 350,145	100%	\$ 565	
5	234	Fort Scott	1,737	58%	\$ 1,815,622	\$ 1,243,424	68%	\$ 1,243,424	100%	\$ 716	
6	235	Uniontown	450	61%	\$ 418,063	\$ 382,387	91%	\$ 382,387	100%	\$ 850	
7	252	Southern Lyon County	475	43%	\$ 234,427	\$ 234,427	100%	\$ 234,427	100%	\$ 494	
8	299	Sylvan Grove	232	48%	\$ 182,405	\$ 56,201	31%	\$ 56,201	100%	\$ 243	
9	308	Hutchinson Public Schools	4,071	67%	\$ 3,778,947	\$ 3,778,947	100%	\$ 3,778,947	100%	\$ 928	
10	329	Mill Creek Valley	415	30%	\$ 187,667	\$ 187,667	100%	\$ 187,667	100%	\$ 452	
11	352	Goodland	882	46%	\$ 715,088	\$ 715,088	100%	\$ 715,088	100%	\$ 811	
12	358	Oxford	324	40%	\$ 176,452	\$ 167,091	95%	\$ 167,091	100%	\$ 515	
13	360	Caldwell	228	60%	\$ 202,116	\$ 202,116	100%	\$ 202,116	100%	\$ 885	
14	372	Silver Lake	675	16%	\$ 202,623	\$ 202,623	100%	\$ 202,623	100%	\$ 300	
15	389	Eureka	587	61%	\$ 528,745	\$ 528,745	100%	\$ 528,745	100%	\$ 902	
16	392	Osborne County	289	52%	\$ 211,044	\$ 211,044	100%	\$ 211,044	100%	\$ 729	
17	408	Marion-Florence	463	44%	\$ 269,918	\$ 269,918	100%	\$ 269,918	100%	\$ 584	
18	412	Hoxie Community Schools	427	37%	\$ 266,276	\$ 266,276	100%	\$ 266,276	100%	\$ 624	
19	418	McPherson	2,304	40%	\$ 1,070,195	\$ 431,487	40%	\$ 431,487	100%	\$ 187	
20	426	Pike Valley	202	49%	\$ 130,463	\$ 16,350	13%	\$ 16,350	100%	\$ 81	
21	428	Great Bend	2,827	65%	\$ 2,657,407	\$ 2,207,441	83%	\$ 2,207,441	100%	\$ 781	
22	434	Santa Fe Trail	968	45%	\$ 608,679	\$ 350,884	58%	\$ 350,884	100%	\$ 362	
23	452	Stanton County	429	60%	\$ 358,777	\$ 44,500	12%	\$ 44,500	100%	\$ 104	
24	462	Central	281	62%	\$ 292,862	\$ 222,015	76%	\$ 222,015	100%	\$ 791	
25	463	Udall	334	46%	\$ 195,640	\$ 195,640	100%	\$ 195,640	100%	\$ 587	
26	471	Dexter	238	51%	\$ 142,705	\$ 142,705	100%	\$ 142,705	100%	\$ 599	
27	487	Herington	419	62%	\$ 409,256	\$ 409,256	100%	\$ 409,256	100%	\$ 978	
28	492	Flinthills	269	51%	\$ 120,968	\$ 120,368	100%	\$ 120,368	100%	\$ 448	
29	500	Kansas City	21,058	88%	\$ 36,708,777	\$ 29,317,221	80%	\$ 29,317,221	100%	\$ 1,392	
Total			42,304	70%	\$ 52,964,657	\$ 42,674,957	81%	\$ 42,674,957	100%	\$ 1,009	

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)

1653-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JKZyPnQB

USD 111 Doniphan West

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 111

Applicant / Mailing Address

PO Box 308
402 East Main
Highland, KS 66035

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

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

Applicant / Phone Number | 7854423286

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

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

Application details

Full District Name | Doniphan West USD 111

District Number | 111

Mailing Address | Street Address | PO Box 308, 402 East Main St

Mailing Address | City | Highland

Mailing Address | Zip Code | 66035

Authorized Representative of the District | Name | Mike Newman

Authorized Representative of the District | Position or Title | Superintendent

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

Authorized Representative of the District | Phone Number | +17854423286

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

Other District Representative 1 | Email Address | alackey@usd111.org

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

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

Our data from Fastbridge in both reading and math showed the number of students needing support due to learning loss over the past 2 years because of the pandemic has increased. This pattern of learning loss is also present in our students with disabilities, at risk students both those in poverty and those at risk due to other reasons. This learning loss has affected approximately 70% of our 312 students. The use of ESSER funds will allow us to fund student support staff, research based curriculum, and other school programs to meet the needs of these affected students.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

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

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

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

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

The district will use the funds to continue our program of student support by a school social worker added to our staff with ESSER 1 funds as well as 1 added support staff for the elementary. To address our loss of learning we will be adding the curriculum components of the Sonday program, New Wonders reading program, and the Fluency and Fitness program.

Support and training for the implementation of these programs will be provided for all teachers. We will also use these funds in support of teachers by providing access to the Teachers Helping Teachers School Access. We will also be providing support to teachers by providing up to date material and equipment for use in their classrooms.

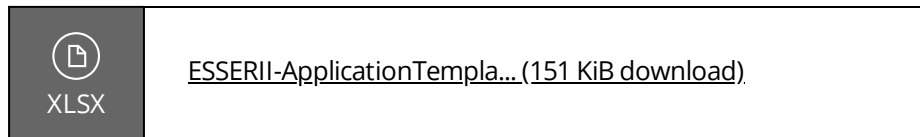
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will be using the FastBridge data as our baseline data. Students will continue to be tested on the FastBridge timeline to determine progress 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Mike Newman

Date | 06/02/2021

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

USD	District Name	Data as of
111	Doniphan West Schools	June 16, 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
111-1-001-20210713	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	10. Providing mental health services and supports	Continue social worker started with Esser I and 1 support aide in the classroom	\$ 72,000	\$ -	\$ 72,000	\$ -	\$ -	06.1000.121	Per narrative, "Our data from Fastbridge in both reading and math showed the number of students needing support due to learning loss over the past 2 years because of the pandemic has increased. This pattern of learning loss is also present in our students with disabilities, at risk students both those in poverty and those at risk due to other reasons. This learning loss has affected approximately 70% of our 312 students. The use of ESSER funds will allow us to fund student support staff, research based curriculum..." "The district will use the funds to continue our program of student support by a school social worker added to our staff with ESSER 1 funds as well as 1 added support staff for the elementary."
111-1-002-20210713	Eligible	Direct Allocation	Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Purchasing curriculum items Wonders Reading, Sondag System, Fluency and Fitness, and Teachers Pay Teachers School Access	\$ 49,300	\$ -	\$ 49,300	\$ -	\$ -	06.1000.610	See Row 111-1-001-20210713, and per narrative, "To address our loss of learning we will be adding the curriculum components of the Sondag program, New Wonders reading program, and the Fluency and Fitness program."

111-1-003-20210713	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of two smart boards and carts, USB microscopes, USD document camers, and staff laptops	\$ 58,000	\$ -	\$ 58,000	\$ -	\$ -	06.1000.	See Rows 111-1-001-20210713 and 111-1-002-20210713 "We will also be providing support to teachers by providing up to date material and equipment for use in their classrooms."
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Kansas CommonApp (2020)

1616-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



VYAejADV

206_Remington-Whitewater_ESSER II Plan_0514

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Remington-Whitewater USD 206
Applicant / Mailing Address	110 S. Main PO Box 243 Whitewater, KS 67154
Applicant / First and Last Name of Owner, CEO, or Executive Director	James Regier
Applicant / Email Address of Owner, CEO, or Executive Director	jeregier@usd206.org
Applicant / Phone Number	316-799-2115


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)	480690034
Applicant / Website Address (if applicable)	usd206.org

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

 PDF	W9 form_USD 206.pdf (60 KiB download)
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Application details

Full District Name	Remington-Whitewater
District Number	206
Mailing Address Street Address	PO Box 243 110 S. Main
Mailing Address City	Whitewater
Mailing Address Zip Code	67154
Authorized Representative of the District Name	Martina Bumm
Authorized Representative of the District Position or Title	Business Manager/BOE Clerk
Authorized Representative of the District Email Address	mjbumm@usd206.org
Authorized Representative of the District Phone Number	+13167992115
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jagerber@usd206.org

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

COVID-19 created additional learning loss for our low achieving students, primarily in the elementary school. These students have been identified by utilizing the AIMS assessment tool. Beginning on November 11, 2020 our district hired an additional custodian to assist with disinfecting and cleaning of our facilities due to COVID-19.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

We are proposing a 3 week summer school program for 22 students who were identified using the AIMS assessment. Beginning on November 11, 2020 our district hired an additional custodian to assist with disinfecting and cleaning of our facilities to stop the spread of COVID-19.

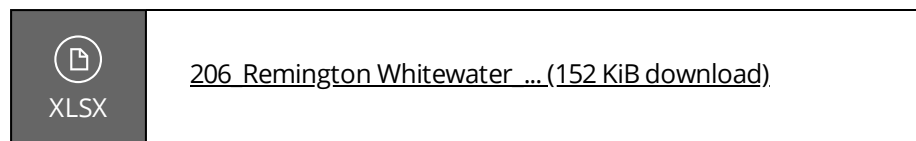
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The impact of the summer school program on student learning will be measured via AIMS testing during the 2021-22 school year. Our desire is to remedy learning loss during the summer giving these 22 children an opportunity to remediate and return for the upcoming school year with no evidence of learning loss. The impact of hiring a new custodian to disinfect and clean facilities should reduce the number of student absences due to less students becoming ill or having to quarantine due to COVID-19.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- 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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Martina J. Bumm

Date | 05/14/2021

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

USD	District Name	Data as of
206	Remington-Whitewater	June 16, 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
206-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teaching salaries for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. 5 teachers (working 4 hours a day, 3 days a week for 3 weeks) summer school program for 22 students who were identified using the AIMS assessment.	\$ 5,770	\$ 3,847	\$ 1,923	\$ -	\$ -	07-1000-110-02	
206-1-002-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Employer Portion of FICA on Teaching salaries for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. 5 teachers (working 4 hours a day, 3 days a week for 3 weeks) summer school program for 22 students who were identified using the AIMS assessment.	\$ 441	\$ 147	\$ 294	\$ -	\$ -	07-1000-220-02	

206-1-003-20210713	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salaries for transporting students participating in summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Salaries for 2 bus drivers that will alternate days (3 days a week for 3 weeks) using 1 bus - 2 routes a day.	\$ 664	\$ 221	\$ 443	\$ -	\$ -	07-2710-120-02	
206-1-004-20210713	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Employer portion of FICA on Bus Driver Salaries for transporting students participating in summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Salaries for 2 bus drivers that will alternate days (3 days a week for 3 weeks) using 1 bus - 2 routes a day.	\$ 51	\$ 17	\$ 34	\$ -	\$ -	07-2710-220-02	

206-1-005-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Materials and supplies for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Summer school will be held 3 days a week for 3 weeks and serve 22 students who were identified using the AIMS assessment.	\$ 297	\$ 297	\$ -	\$ -	\$ -	07-1000-610-02	
206-1-006-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Salary of 1 new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 12,471	\$ 11,191	\$ 1,280	\$ -	\$ -	07-2600-120-02	
206-1-007-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer portion of Fica for new full time custodian's salary hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 954	\$ 856	\$ 98	\$ -	\$ -	07-2600-220-02	

206-1-008-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19. Health insurance premium is \$559/month	\$ 4,472	\$ 3,913	\$ 559	\$ -	\$ -	07-2600-213-02	
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Kansas CommonApp (2020)

1183-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

208_WaKeeney_ESSER II Plan_0331



wjpbkDyO

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 208 Trego County Kansas

Applicant / Mailing Address

| 527 Russell Ave
| WaKeeney, KS 67672

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

Applicant / Email Address of Owner, CEO, or Executive Director | clerk@tregoeagles.com

Applicant / Phone Number | 7857432145

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) | 480698129

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

Application details

Full District Name	USD 208 Trego Community Schools
District Number	208
Mailing Address Street Address	527 Russell Ave
Mailing Address City	WaKeeney
Mailing Address Zip Code	67672
Authorized Representative of the District Name	Kasandra Bliss
Authorized Representative of the District Position or Title	Clerk
Authorized Representative of the District Email Address	clerk@tregoeagles.com
Authorized Representative of the District Phone Number	+17857432145
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 district has been very lucky to have kept it's doors open to face-to-face learning since August 2020 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 have fallen behind the rest of their classmates. We are currently anticipating serving 54/250 K-8th grade students through a summer school program during the 2021 summer months and we are looking to add additional educators to our At-Risk and Title I programs next year to help focus on those who have fallen behind.

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.).
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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 focus for our district's ESSER II funds will go toward a summer school program during the 2021 summer to address the needs to students who have fallen behind in classes due to the effects of COVID. We will need to purchase supplies and materials and hire staff to meet this need. We are also finding we have a need for an additional At-Risk/Title teacher for the

2021-22 school year, as we have found an increased need for that service this year. We have an existing teacher, but the need is high enough that we will need a second.

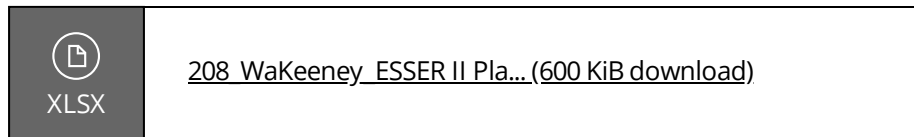
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our district should see the effects of the ESSER expenditures we are planning through the improvement of our students in their studies. We will be able to measure this through the grades the students earn throughout the year and by assessing their understanding of what they learn through the additional help.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Kasandra Bliss

Date | 06/11/2021

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

USD	District Name	Data as of
208	Wakeeney	June 16, 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
208-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school teacher salaries. Summer school will address the learning losses sustained from COVID closure and quarantine/isolation orders.	\$ 32,250	\$ -	\$ 10,500	\$ 10,750	\$ 11,000	65070	Per applicant, "Our district has 31 students enrolled in summer school ranging from grades 1st through 8th. We have 7 certified teachers in the classrooms, with the focus being math and reading. The program runs from June 7, 2021-July 1, 2021 and is a Monday through Thursday program; 8am - 11am."
208-1-002-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer school supplies. Summer school will address the learning losses sustained from COVID closure and quarantine/isolation orders.	\$ 7,500	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	65085	See Row 208-001-20210713
208-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire a part-time At-Risk Teacher to assist the full-time teacher with the learning loss of our students to help with reports.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	65070	
208-1-004-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Part time custodial position moved to a full-time position to assist in the cleaning and upkeep of schools to reduce the spread of COVID.	\$ 34,500	\$ 11,000	\$ 11,500	\$ 12,000	\$ -	65090	

208-1-005-20210713	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	Online subscriptions for students	\$ 3,818	\$ -	\$ 1,218	\$ 1,300	\$ 1,300	65085	Per applicant, "Seesaw learning platform. This program provides helpful instruction to teachers as well as allows them to upload information to aid parents in helping their students with homework. This was a great tool during the 2020-21 year, when some students were learning from home. We knew it would work great moving forward to continue to help our student catch up academically, both from home and while in school." 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 need
208-1-006-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Materials and curriculum to help catch students up	\$ 2,807	\$ -	\$ 807	\$ 1,000	\$ 1,000	65085	Per narrative, "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 have fallen behind the rest of their classmates. We are currently anticipating serving 54/250 K-8th grade students through a summer school program during the 2021 summer months and we are looking to add additional educators to our At-Risk and Title I programs next year to help focus on those who have fallen behind."

208-1-007-20210713	Eligible	Direct Allocation	Building Improvements	Heating and Cooling System	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 filtration systems	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	65095	Per applicant, "We have discussed the addition of air filtration systems to our buildings for a couple years, but seem to find more pressing purchases needing to happen, as our air quality tests have come back with no negative results. Then COVID happened and we decided that it would be a great time to address the need, both for the safety of our students and staff and the peace of mind for staff and parents."Allowable if CDC guidelines are met
208-1-008-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentive Pay Certified Staff	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	65070	Per applicant, the incentive is staff retention.
208-1-009-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Incentive Pay Classified Staff	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	65100	Per applicant, the incentive is staff retention.

208-1-010-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School At-Risk Student Program	\$ 52,696	\$ -	\$ 12,696	\$ 20,000	\$ 20,000	65070	See Row 208-1-006-20210713
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Kansas CommonApp (2020)

1167-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

211_Norton_ESSER II Plan 0401



PkrOygBV

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 | Norton Community Schools

Applicant / Mailing Address

| 105 E. Waverly St
| Norton, KS 67654

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

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

Applicant / Phone Number | 785-877-3386

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

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

Application details

Full District Name | Norton Community Schools

District Number | 211

Mailing Address Street Address	105 E. Waverly St
Mailing Address City	Norton
Mailing Address Zip Code	67654
Authorized Representative of the District Name	Cynthia Walker
Authorized Representative of the District Position or Title	Treasurer
Authorized Representative of the District Email Address	cwalker@usde211.org
Authorized Representative of the District Phone Number	+17858773386
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	griley@usd211.org
Other District Representative 2 Email Address	croy@usd211.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 upcoming Kindergarten class has increased by 12% due to parents holding students back due to the covid. Our 4th grade class showed a severe drop in achievement in reading and math with more students scoring in the yellow and red levels. This grade has traditionally had a higher number of behavioral issues. We had several who did online learning and had difficulty grasping what was being taught. Lot more families were out of jobs or off for a longer period of time which causes stress on the students home life. More students were behind this past year due to the previous year of being out of school, so this slowed down the learning process for this past year. Our summer school will have more students in both sessions this year. More students struggling in learning so we have had more aids and tutors helping the teachers. More families are taking advantage of our back pack program. some kids only ate at school because there wasn't much food at home. This affects the kids mentality to learn when they are hungry.

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

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

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

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

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

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

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

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

Eisenhower Elementary would like to minimize class size in KDG and 4th grade and for an at risk tutor for grades 3 & 4. Kindergarten enrollment has increased by 12% for this upcoming year due to people holding their students back for a year. We are having to add another teacher.

Our 4th graders have been in 3 sections from kdg - 3rd grade and will be going into 2 sections this year. CBM testing during last school year showed a drop in math and reading. we need an aide in each of the classrooms to help with the learning support.

Wanting to establish a trauma informed classroom to work in conjunction with students who are in ISS. The class would work with select students in developing social / emotional skills using CCC framework. Would be staffed with Certified teacher who will work with students to de-escalate students, help them reflect, and make a plan to change their behavior when they are in a stressful situation.

Would like to allow staff leaders to lead small Professional Learning Communities as USD 211 continues with Trauma informed training. Allow staff a chance to discuss how to apply the knowledge gained through training to the actual students issues we deal with at High School. This will lead to the need to hire extra subs to cover classrooms during this extra training.

We have gone through more paper towels and wipes for all the extra cleaning and are changing the filters more often. using more hand sanitizer, and aerosol spray to keep the rooms disinfected.

Kitchen is using paper bags to help minimize contact and using mops to clean tables faster so we can move the kids through the lunch room faster.

The extra summer school teachers needed to assist the 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?

By watching the scores of our students on the testing for next year. How our students are improving with the extra support staff involved in the classrooms. The social and emotional behavior of our students.

The extra help with summer school on teaching students to see how they respond for the next grade level. Providing a clean, positive and safe atmosphere for students to attend school and hoping the attendance will improve. Hoping those who did online learning will return to in classroom learning.

Notes on ESSER II application Excel template:

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

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



[ESSERII-ApplicationTempla... \(156 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | CYNTHIA S. WALKER

Date | 05/20/2021

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

USD	District Name	Data as of
211	Norton Community School	June 16, 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
211-1-001-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Need another teacher to minimize class size in kdg. Enrollment for kdg has exceeded by 12% compared to past enrollments. This is a result of students being held out during the 2020-2021 school year.	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ -	51-1000-111-00	
211-1-002-20210713	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Needing an Aide in 4th grade due to class size from 3 teachers to 2. CBM testing during the 2020-2021 school year has indicated a drop in achievement in reading and math. More students scoring in the yellow and red levels. AT Risk Tutor for 3rd & 4th grade is necessary for in school support and after school programs designed for 2021-2022 and 2022-2023 school year	\$ 53,500	\$ -	\$ 53,500	\$ -	\$ -	51-1000-121-00	
211-1-003-20210713	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Insurance	\$ 27,088	\$ -	\$ 27,088	\$ -	\$ -	51-1000-210-00	COVID-19 related; Applicant responded via email: THIS IS THE HEALTH INSURANCE BENEFIT FOR THE 4TH GRADE AIDE AND THE EXTRA KDG TEACHER EXPLAINED IN THE ABOVE 2 LINES.

211-1-004-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	social security deduction line	\$ 7,711	\$ -	\$ 7,711	\$ -	\$ -	51-1000-220-00	COVID-19 related; Applicant responded via email: THIS IS THE SOCIAL SECURITY WAGES FOR THE 4TH GRADE AIDE AND KDG TEACHER AS EXPLAINED IN THE TOP 2 RESPONSES.
211-1-005-20210713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	unemployment deduction line	\$ 104	\$ -	\$ 104	\$ -	\$ -	51-1000-290-00	COVID-19 related: Applicant responded via email: THIS IS THE UNEMPLOYMENT FOR THE 4TH GRADE AIDE AND THE KDG TEACHER AS EXPLAINED IN THE TOP 2 RESPONSES.
211-1-006-20210713	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	Purchase of extra cleaning supplies to clean desks or rooms after each class period. Filters for the air purifiers	\$ 51,800	\$ -	\$ 26,800	\$ 25,000	\$ -	51-2600-610-00	
211-1-007-20210713	Eligible	Direct Allocation	Food Services Operations	General Supplies and Materials (includes computer software)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	paper products to put students grab and go meals in and the purchase of extra tongs to have one for each student as they go through the lunch line. Extra cleaning supplies to make easier and quicker to clean tables after each use.	\$ 3,000	\$ -	\$ 1,500	\$ 1,500	\$ -	51-3100-610-00	
211-1-008-20210713	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	planning for, coordinating & implementing activities during long term closures. Will increase student learning by increasing student engagement.	\$ 21,050	\$ -	\$ 11,050	\$ 10,000	\$ -	51-1000-653-00	

211-1-009-20210713	Eligible	Direct Allocation	Support Services - Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional learning to train our staff on becoming trauma informed. The training would help our staff in working with students and parents who have been under tremendous stress from the pandemic. This covers reasoning, 3,4 & 10.	\$ 73,948	\$ -	\$ 33,592	\$ 18,810	\$ 21,546	51-2200-330-00	
211-1-010-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	increase student learning through increased student engagement and meeting the physical and emotional needs of the students.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	51-1000-111-00	COVID-19 related; Applicant responded via email: WANTING TO START A TRAUMA INFORMED "SAFE ROOM". THE FUNCTION OF THE TRAUMA INFORMED CLASSROOM WOULD BE TO REPLACE OR WORK IN CONJUNCTION WITH STUDENTS WHO ARE IN ISS (IN SCHOOL SUSPENSION). THE ROOM WOULD BE FLEXIBLE IN THAT STUDENTS WOULD NOT HAVE TO BE "ENROLLED" IN THE CLASS TO SPEND TIME THERE. THE CLASS COULD WORK WITH SELECT STUDENTS ON DEVELOPING SOCIAL/EMOTIONAL SKILLS USING THE CCC FRAMEWORK. IT WOULD BE STAFFED WITH A CERTIFIED TEACHER WHO WILL WORK WITH STUDENTS TO DE-ESCLATE STUDENTS, HELP THEM REFLECT, AND MAKE A PLAN TO CHANGE THEIR BEHAVIOR WHEN THEY ARE IN A STRESSFUL SITUATION.
211-1-011-20210713	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	to cover the teacher while they are training other staff on the trauma	\$ 1,050	\$ -	\$ 1,050	\$ -	\$ -	51-1000-115-00	

211-1-012-20210713	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	THIS IS THE HEALTH INSURANCE BENEFIT FOR THE CERTIFIED SAFE ROOM INSTRUCTOR AS EXPLAINED JUST ABOVE.	\$ 6,772	\$ -	\$ 6,772	\$ -	\$ -	51-1000-210-00	
211-1-013-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	THIS IS THE SOCIAL SECURITY WAGES FOR THE CERTIFIED SAFE ROOM INSTRUCTOR AS EXPLAINED ABOVE.	\$ 3,046	\$ -	\$ 3,046	\$ -	\$ -	51-1000-220-00	
211-1-014-20210713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	THIS IS THE UNEMPLOYMENT FOR THE CERTIFIED SAFE ROOM INSTRUCTOR AS EXPLAINED ABOVE.	\$ 41	\$ -	\$ 41	\$ -	\$ -	51-1000-290-00	
211-1-015-20210713	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	10. Providing mental health services and supports	have 2 subs come in so our trained staff on trauma informed can update the staff on current information and have interaction with current student situations	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	51-1000-115-00	
211-1-016-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	THIS IS THE SOCIAL SECURITY FOR THE 2 SUBSTITUTE TEACHERS AS EXPLAINED ABOVE.	\$ 371	\$ -	\$ 371	\$ -	\$ -	51-1000-220-00	
211-1-017-20210713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	THIS IS THE UNEMPLOYMENT FOR THE 2 SUBSTITUTE TEACHERS AS EXPLAINED ABOVE.	\$ 5	\$ -	\$ 5	\$ -	\$ -	51-1000-290-00	

211-1-018-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	extra summer school teachers to cover the larger number of kids needing summer school to catch up on their learning.	\$ 8,036	\$ -	\$ 8,036	\$ -	\$ -	51-1000-111-00	Information regarding staff, student and program duration; Applicant responded via email: 6 EXTRA TEACHERS NEEDED FOR THE 65-70 KIDS ATTENDING SUMMER SCHOOL. SUMMER SCHOOL WILL RUN FOR 2 WEEKS IN AUGUST.
211-1-019-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	THIS IS THE SOCIAL SECURITY FOR THE SUMMER SCHOOL TEACHERS AS EXPLAINED ABOVE.	\$ 615	\$ -	\$ 615	\$ -	\$ -	51-1000-220-00	
211-1-020-20210713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	THIS IS THE UNEMPLOYMENT FOR THE SUMMER SCHOOL TEACHERS AS EXPLAINED ABOVE.	\$ 8	\$ -	\$ 8	\$ -	\$ -	51-1000-290-00	

Kansas CommonApp (2020)

1539-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EGrKrQJv

234_FortScott_ESSER II Plan_0521

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Unified School District 234
Applicant / Mailing Address	
424 S Main	
Fort Scott, KS 66701	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Gina Shelton
Applicant / Email Address of Owner, CEO, or Executive Director	gina.shelton@usd234.org
Applicant / Phone Number	620-223-0800

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

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

Application details

Full District Name	Fort Scott
District Number	234

Mailing Address Street Address	424 South Main Street
Mailing Address City	Fort Scott
Mailing Address Zip Code	66701
Authorized Representative of the District Name	Gina Shelton
Authorized Representative of the District Position or Title	Business Manager/Board Clerk
Authorized Representative of the District Email Address	gina.shelton@usd234.org
Authorized Representative of the District Phone Number	+16202230800
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	ted.hessong@usd234.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 biggest challenge of COVID-19 was the balancing act between providing education while keeping everyone safe. We used a combination of in-person learning, remote instruction, and our existing virtual program to meet individual student needs. On 09/20/20, we were serving 1823 students.

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

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

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

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

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

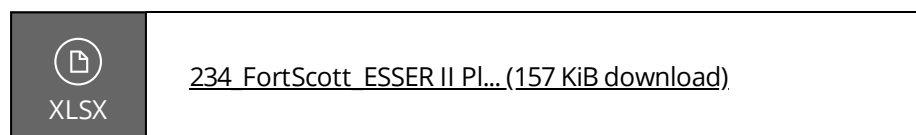
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

prevent, prepare for, and respond to coronavirus.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in

liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Gina Shelton

Date | 05/21/2021

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

USD	District Name	Data as of
234	Fort Scott	June 15, 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
234-1-001-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Masks, PPE, and sanitizer for students to prevent the spread of COVID 19.	\$ 10,296	\$ 296	\$ 10,000	\$ -	\$ -	89 1000 610 000 003	
234-1-002-20210713	Eligible	Direct Allocation	Instructional Staff Training Services	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Hourly pay related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Intergration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.	\$ 76,521	\$ -	\$ 76,521	\$ -	\$ -	89 2213 115 000 003	

234-1-003-20210713	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Payroll taxes related to paying certified staff for professional development outside of contract hours to assess and address learning loss of students related to COVID 19. 165 staff for 7 hours - 5 days. Staff PreK-12 will be trained on PLC, FastBridge Training (Screener Program), Differentiation, Technology Intergration, Social Emotional Learning, Structured Phonics Training, and Eureka Math all towards helping teachers prepare, plan, and modify practices to provide increased instructional value.	\$ 5,936	\$ -	\$ 5,936	\$ -	\$ -	89 2213 221 000 003	
234-1-004-20210713	Eligible	Direct Allocation	Maintenance of Buildings	Disposal Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Increase in disposable trash such as masks and wipes related to COVID 19.	\$ 1,390	\$ 348	\$ 1,042	\$ -	\$ -	89 2620 421 000 007	
234-1-005-20210713	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Gloves and additional cleaning supplies to clean and sanitize buildings from COVID 19.	\$ 1,675	\$ 1,675	\$ -	\$ -	\$ -	89 2620 610 000 007	

234-1-006-20210713	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Educational Software to allow LEA students to work in-person or while in temporary remote status due to COVID 19. Software (Zoom) (\$1,890) allows teachers to record sessions so that students can replay lessons should they need additional learning opportunities. LanSchool software (\$10,554) to provide proper security and monitoring of student devices. Edgenuity Inc platform (\$86,316) which is to allow additional learning opportunities and credit recovery to address learning loss due to COVID 19.	\$ 104,100	\$ 98,760	\$ 5,340	\$ -	\$ -	89 1000 653 000 009	
234-1-007-20210713	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	Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 (FY22 - Desktops - 47 at \$817 and 31 at \$575) to establish learning labs for intervention help. This will also allow for continuity of learning during temporary periods of remote learning due to COVID 19 and program learning while on site.	\$ 56,224	\$ -	\$ 56,224	\$ -	\$ -	89 1000 736 000 009	establishing a learning lab for learning loss caused by COVID
234-1-008-20210713	Eligible	Direct Allocation	Instruction-Related Technology	Full-Time 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 purchased due to COVID 19 pandemic.	\$ 27,830	\$ -	\$ 27,830	\$ -	\$ -	89 2230 121 000 009	

234-1-009-20210713	Eligible	Direct Allocation	Instruction-Related Technology	Temporary Salaries for Non-Certified Staff	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 6,380	\$ 1,740	\$ 4,640	\$ -	\$ -	89 2230 125 000 009	
234-1-010-20210713	Eligible	Direct Allocation	Instruction-Related Technology	Group Insurance	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Insurance - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 5,725	\$ -	\$ 5,725	\$ -	\$ -	89 2230 210 000 009	
234-1-011-20210713	Eligible	Direct Allocation	Instruction-Related Technology	FICA - Employer's Contribution	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	FICA - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 2,598	\$ 133	\$ 2,465	\$ -	\$ -	89 2230 221 000 009	
234-1-012-20210713	Eligible	Direct Allocation	Instruction-Related Technology	Unemployment Compensation	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	SUTA - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 377	\$ 22	\$ 355	\$ -	\$ -	89 2230 260 000 009	

234-1-013-20210713	Eligible	Direct Allocation	Instruction-Related Technology	Other Employee Benefits	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Match Plan - Hire IT staff to implement and support additional technology purchased due to COVID 19 pandemic.	\$ 300	\$ -	\$ 300	\$ -	\$ -	89 2230 291 000 009	
234-1-014-20210713	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 19 certified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 26,588	\$ -	\$ 26,588	\$ -	\$ -	89 1000 115 000 011	

234-1-015-20210713	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. There will be 6 classified staff that will be working outside of their contract. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 3,375	\$ -	\$ 3,375	\$ -	\$ -	89 1000 125 000 011	
234-1-016-20210713	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	FICA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 2,432	\$ -	\$ 2,432	\$ -	\$ -	89 1000 221 000 011	

234-1-017-20210713	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	SUTA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding.	\$ 35	\$ -	\$ 35	\$ -	\$ -	89 1000 260 000 011	
234-1-018-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Classroom instructional supplies for additional summer learning opportunities for students to address loss of learning due to COVID 19. 400 students have been extended additional summer learning opportunities. This will be combined with additional summer opportunities provided from other sources of funding. Items will be purchased for individual use to prevent spread of COVID 19 to include, but not limited to crayons, pencils, dry erase markers, glue, paper supplies, and facial tissues.	\$ 1,810	\$ -	\$ 1,810	\$ -	\$ -	89 1000 610 000 011	

234-1-019-20210713	Eligible	Direct Allocation	Vehicle Operation	Temporary Salaries for Non-Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Transportation salaries - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities. 400 students have been extended additional summer learning opportunities.	\$ 5,808	\$ -	\$ 5,808	\$ -	\$ -	89 2710 125 000 011	
234-1-020-20210713	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Transportation FICA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk.	\$ 437	\$ -	\$ 437	\$ -	\$ -	89 2710 221 000 011	
234-1-021-20210713	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Transportation SUTA - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 6	\$ -	\$ 6	\$ -	\$ -	89 2710 260 000 011	

234-1-022-20210713	Eligible	Direct Allocation	Vehicle Operation	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Transportation Fuel - Additional summer learning opportunities for students to address loss of learning due to COVID 19. 3 weeks of summer camp at all grade levels. Administrators have identified those students who are most at-risk. 400 students have been extended additional summer learning opportunities.	\$ 250	\$ -	\$ 250	\$ -	\$ -	89 2710 610 000 011	
234-1-027-20210713	Eligible	Direct Allocation	Nursing Services	Student Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Contracted with local health agency to have a full-time nurse at the high school level to prevent and respond to coronavirus student cases.	\$ 69,500	\$ 24,500	\$ 45,000	\$ -	\$ -	89 2134 323 000 016	
234-1-028-20210713	Eligible	Direct Allocation	Support Services - General Administration	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo docking stations at \$260.	\$ 5,720	\$ 5,720	\$ -	\$ -	\$ -	89 2300 736 000 016	Ordered already, but not received yet (Email, 5/28)

234-1-029-20210713	Eligible	Direct Allocation	Central Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at \$260. District level staff to include directors, payroll, and purchasing.	\$ 1,560	\$ 1,560	\$ -	\$ -	\$ -	89 2500 736 000 016	Ordered already, but not received yet (Email, 5/28)
234-1-030-20210713	Eligible	Direct Allocation	Maintenance of Buildings	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 1,080	\$ 1,080	\$ -	\$ -	\$ -	89 2620 125 000 016	
234-1-031-20210713	Eligible	Direct Allocation	Maintenance of Buildings	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 83	\$ 83	\$ -	\$ -	\$ -	89 2620 221 000 016	
234-1-032-20210713	Eligible	Direct Allocation	Maintenance of Buildings	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SUTA - Substitutes for cleaning salaries for those staff in quarantine or isolation to enable in-person learning.	\$ 2	\$ 2	\$ -	\$ -	\$ -	89 2620 260 000 016	

234-1-033-20210713	Eligible	Direct Allocation	Maintenance of Buildings	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo docking stations at \$260.	\$ 1,560	\$ 1,560	\$ -	\$ -	\$ -	89 2620 736 000 016	
234-1-037-20210713	Eligible	Direct Allocation	Vehicle Operation	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo docking stations at \$260. Student transportation staffing.	\$ 520	\$ 520	\$ -	\$ -	\$ -	89 2710 736 000 016	Ordered already, but not received yet (Email 5/28)
234-1-038-20210713	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo docking station at \$260. Food service administration.	\$ 260	\$ 260	\$ -	\$ -	\$ -	89 3120 736 000 016	Ordered already, but not received yet (Email 5/28)

234-1-039-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Connecting families with community resources for those disengaged due to COVID 19, specifically to address the unique needs of low-income students. This will help address basic needs of these students that prevent or discourage them from coming to school. Supplies to include lice kits, essential clothing, nursing supplies, and classroom supplies.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	89 1000 610 000 004	
234-1-040-20210713	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	Reimbursement for additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 882 Dell laptops at \$330, 179 Lenovo ThinkPad at \$1400). This allowed for continuity of learning during temporary periods of remote learning due to COVID 19 and enabled us to say in-person.	\$ 541,660	\$ 541,660	\$ -	\$ -	\$ -	89 1000 736 000 009	Reimbursement, received and being used (Email 5/28)

234-1-041-20210713	Eligible	Direct Allocation	Support Services - General Administration	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. Building level staff, including administrators and secretaries. 22 Lenovo laptops at \$1400.	\$ 30,800	\$ 30,800	\$ -	\$ -	\$ -	89 2300 736 000 016	Reimbursement, received and being used (Email 5/28)
234-1-042-20210713	Eligible	Direct Allocation	Central Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at \$1400. District level staff to include directors, payroll, and purchasing.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	89 2500 736 000 016	Reimbursement, received and being used (Email 5/28)
234-1-043-20210713	Eligible	Direct Allocation	Maintenance of Buildings	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 6 Lenovo laptops at \$1400. HVAC, custodial supervision, and operation of buildings.	\$ 8,400	\$ 8,400	\$ -	\$ -	\$ -	89 2620 736 000 016	Reimbursement, received and being used (Email 5/28)
234-1-044-20210713	Eligible	Direct Allocation	Vehicle Operation	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 2 Lenovo laptops at \$1400. Student transportation staffing.	\$ 2,800	\$ 2,800	\$ -	\$ -	\$ -	89 2710 736 000 016	Reimbursement, received and being used (Email 5/28)

234-1-045-20210713	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Computers and Related Equipment (includes software if bought as a package)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Reimburse additional technology to enable continuous operation of school buildings regardless if staff is in-person or in quarantine. 1 Lenovo laptop at \$1400. Food service administration.	\$ 1,400	\$ 1,400	\$ -	\$ -	\$ -	89 3120 736 000 016	Reimbursement, received and being used (Email 5/28)
234-1-046-20210713	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	Additional educational technology for students and instructional staff from Pre-K to 8th grade to prevent sharing of devices and loss of instructional time due to sanitation of devices from COVID19 and to allow for instructions to remain in-person. (FY21 - 609 Apple iPads at \$294, 179 Lenovo Docking Stations at \$260). Board approved 4/12/21, Ordered 4/19/21	\$ 225,586	\$ 225,586	\$ -	\$ -	\$ -	89 1000 736 000 009	

Kansas CommonApp (2020)

1654-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

235_Uniontown_ESSER II Plan_0602



VbmRYObW

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 | Uniontown USD 235

Applicant / Mailing Address

601 Fifth Street
Uniontown, Kansas 66779

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

Applicant / Email Address of Owner, CEO, or Executive Director | bhoward@uniontown235.org

Applicant / Phone Number | 6207564302

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 | Uniontown

District Number | 235

Mailing Address Street Address	601 Fifth Street
Mailing Address City	Uniontown
Mailing Address Zip Code	66779
Authorized Representative of the District Name	Bret Howard
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bhoward@uniontown235.org
Authorized Representative of the District Phone Number	+16207564302
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	veden@uniontown235.org

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

While we have been happy with the gains that students have been able to make during in-person instruction this year, and while we are proud of the fact that we have been able to protect in-person instruction for most students, we do recognize the impact of the closure in March of 2020 and the fact that quarantines and remote learning did continue across portions of the student body for the entirety of the school year to this point. In the elementary, this is most clearly quantified by using our December benchmark data comparing 2019 to 2020. WBE, as a building, reported 5% fewer students on grade level in reading in December of 2020. This is further realized when looking at our K-3rd grade students. We show an 11% decline in the percent of students on grade-level at that point comparatively. Again, this is not to say that there hasn't been good progress, it is simply further evidence of the impact that COVID-19 had on our systems and families. These impacts then trickled down to our students and their opportunity for a robust and dynamic education. In the JH/HS, we did not see the number of students at Level 3/4 on the state assessments that we would hope to see. We fell below the state average. While students have been able to show growth throughout this year, they have not yet grown to the proficiency we would expect and that we believe they need to turn their potential into their future.

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 plan to use the remainder of ESSER 1 funds on purchasing disinfectant and added janitorial supplies for the 2021-22 school year.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

We are proposing using ESSER II funds in a variety of ways. We recognize this is a robust problem and needs to be navigated from a variety of angles; people, programs, physical needs. In regards to people, we believe that the addition of a certified teacher to push into our needs in K-3rd is essential to closing the proficiency gap in reading and math. Additionally, a Communities in Schools (CIS) program will help us better meet the basic needs of students and families so that kids can focus on school while at school. Lastly, an additional school nurse will help in communication and navigation of the health and medical needs of our student and staff body.

In the area of programming, our first priority is better equipping our counseling department with better screening tools in addition to additional classroom resources. We hope to address the learning needs that have come to light in a variety of ways. Classroom teachers have considered their data and found resources to meet those varying needs.

Lastly, we do want to try to address needs within our physical

environment to promote better sanitation and prepare for the future. While this represents a relatively small portion of our overall request, we do think it is important to consider how we can improve our buildings.

One example of this is the transition to touchless bathroom options for flush-valves and faucets to decrease the number of commonly used multi-touch items.

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

As a system based on data, we would determine the value of our investments in both quantitative and qualitative data. Benchmark assessments in Reading, Math and Social-Emotional development would be great comparative data.

Attendance data and tracking of illness via our health department would also give valuable insight.

Notes on ESSER II application Excel template:

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

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



XLSX

[235 Uniontown ESSER II Pl... \(156 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

prevent, prepare for, and respond to coronavirus.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in

liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Bret Howard

Date | 06/02/2021

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

USD	District Name	Data as of
235	Uniontown	June 14th

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
235-1-001-20210713	Eligible	Direct Allocation	Support Services	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	9 Smart Boards for the classrooms at both the Elementary and JH/HS Attendance Centers. This will allow for better instruction during Remote Learning if necessary. All of the Remote Learning provided can be ran through the Smart Board and projected making it easire for both student and teacher.	\$ 25,160	\$ -	\$ 25,160	\$ -	\$ -	31	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.
235-1-002-20210713	Eligible	Direct Allocation	Support Services	Furniture and Fixtures	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Six portable stands to be used in conjunction with the 9 Smart Boards. 3 teachers have places on the wall to make the smart boards permanent while 6 teachers need the flexibility to move the boards around the room depending upon the lessons taught each day.	\$ 2,700	\$ -	\$ 2,700	\$ -	\$ -	31	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.

235-1-003-20210713	Eligible	Direct Allocation	Support Services	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	To purchase larger reading rugs in the elementary classroom to allow students to space out more for social distancing in the Kindergarten areas. Also to purchase picnic tables to be placed outside for an outdoor classroom when the weather allows us to be outside.	\$ 5,050	\$ -	\$ 5,050	\$ -	\$ -	31	
235-1-004-20210713	Eligible	Direct Allocation	Support Services	Furniture and Fixtures	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	To replace some of the flexible seating options that do not work well with necessary room arrangements and logistics that promote social distancing in our classrooms.	\$ 1,248	\$ -	\$ 1,248	\$ -	\$ -	31	

235-1-005-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add a certified teacher that would provide additional core reading and math for 1st and 2nd grade students to address phonics and early numeracy deficiencies for the 2021-22 school year.	\$ 85,350	\$ -	\$ 42,675	\$ 42,675	\$ -	31	Per narrative, In the elementary, this is most clearly quantified by using our December benchmark data comparing 2019 to 2020. WBE, as a building, reported 5% fewer students on grade level in reading in December of 2020. This is further realized when looking at our K-3rd grade students. We show an 11% decline in the percent of students on grade-level at that point comparatively. Again, this is not to say that there hasn't been good progress, it is simply further evidence of the impact that COVID-19 had on our systems and families. These impacts then trickled down to our students and their opportunity for a robust and dynamic education.
235-1-006-20210713	Eligible	Direct Allocation	Support Services	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	Communities In Schools Site Coordinator. This position will provide integrated student supports to meet the social/emotional and mental health needs of our students. These needs increased due to COVID-19. This position will meet the needs of students in grade PK-12.	\$ 93,877	\$ -	\$ 93,877	\$ -	\$ -	31	

235-1-007-20210713	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Addition of a school nurse position. We currently only have one nurse available for the entire district. This position would allow us to have a nurse present in both attendance centers at all times. This would cut down on the nurse being exposed to multiple students as well.	\$ 80,000	\$ -	\$ 40,000	\$ 40,000	\$ -	31	Per applicant, We only had one school nurse for both attendance centers and 457 students in the 2020-21 school year. Due to COVID our school nurse was quarantined twice and was out sick as well. We would like to hire an additional RN or CNA, etc. to allow us to maintain one health personnel in each attendance center. This will allow both individuals to be around fewer students and have less possibilities of being absent from work. In our county we are currently not seeing students vaccinated. Our County Health Department has stopped requesting vaccines from the state due to the lack of people receiving vaccinations. This is concerning for all of us in the school setting.
235-1-008-20210713	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Insurance for the Certified Teacher listed.	\$ 14,400	\$ -	\$ 7,200	\$ 7,200	\$ -	31	
235-1-009-20210713	Eligible	Direct Allocation	Nursing Services	Health and Accident Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school	Health Insurance for the Nurse Position listed.	\$ 14,400	\$ -	\$ 7,200	\$ 7,200	\$ -	31	
235-1-010-20210713	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	FICA Contribution for the Certified Teacher position.	\$ 6,529	\$ -	\$ 3,265	\$ 3,265	\$ -	31	

235-1-011-20210713	Eligible	Direct Allocation	Nursing Services	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	FICA Contribution for the Nurse Position.	\$ 6,120	\$ -	\$ 3,060	\$ 3,060	\$ -	31	
235-1-012-20210713	Eligible	Direct Allocation	Instruction	Retirement Appropriation	12. Addressing learning loss among students, including vulnerable populations	KPERS Contribution for the Certified Teacher position.	\$ 5,121	\$ -	\$ 2,561	\$ 2,561	\$ -	31	
235-1-013-20210713	Eligible	Direct Allocation	Nursing Services	Retirement Appropriation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	KPERS Contribution for the Nurse position.	\$ 4,800	\$ -	\$ 2,400	\$ 2,400	\$ -	31	
235-1-014-20210713	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment Insurance for the Certified Teacher position.	\$ 85	\$ -	\$ 43	\$ 43	\$ -	31	

235-1-015-20210713	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment Insurance for the Nurse position.	\$ 80	\$ -	\$ 40	\$ 40	\$ -	31	
235-1-016-20210713	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	This is a touchless system that measure performance on jumps, sprints, Explosive Leg Power, Aaerobic Capacity and Contact Time in the Physical Education classroom in a socially distanced manner.	\$ 629	\$ -	\$ 629	\$ -	\$ -	31	
235-1-017-20210713	Eligible	Direct Allocation	Support Services - School Administration	Paper Products	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This purchase allows our secretaries to mail items home without licking envelopes. This helps to keep our secretaries and office staff safer without having saliva on the paper product which is handled by multiple people.	\$ 96	\$ -	\$ 96	\$ -	\$ -	31	
235-1-018-20210713	Eligible	Direct Allocation	Support Services (Students)	Books	10. Providing mental health services and supports	Books purchased by our Elementary Counselorto read to or with students to promote social/emotional health and/or learning.	\$ 140	\$ -	\$ 140	\$ -	\$ -	31	

235-1-019-20210713	Eligible	Direct Allocation	Instruction	Books	3. Providing principals and other school leaders with resources to address individual school needs	To purchase additional copies of Rigby Readers for Kindergarten and 1st graders to ensure there are enough copies available to meet the needs without sharing copies.	\$ 4,320	\$ -	\$ 4,320	\$ -	\$ -	31	
235-1-020-20210713	Eligible	Direct Allocation	Instruction	Books	12. Addressing learning loss among students, including vulnerable populations	Purchasing of Scholarstic Trade Books for Kindergarten students to help build early literacy due to learning loss.	\$ 183	\$ -	\$ 183	\$ -	\$ -	31	
235-1-021-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of McGraw Hill's "Connecting Math Concepts" and also "Reading Mastery" to address learning loss in our Special Education Department and with our lowest level regular education students. Also purchase of the Edmark Reading Programs Level 1 and Level 2 kits to address learning loss in the same students.	\$ 18,201	\$ -	\$ 18,201	\$ -	\$ -	31	

235-1-022-20210713	Eligible	Direct Allocation	Instruction	Other	10. Providing mental health services and supports	For use in guidance class with our counselors in both large group and small group lessons. These lessons will help our counselors address the social/emotional needs of our students that greatly increased due to time out of school during the end of the 2019-20 school year	\$ 644	\$ -	\$ 644	\$ -	\$ -	31	
235-1-023-20210713	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of Online Subscriptions to address learning loss with our students. Subscriptions include: Kids Discover Magazine, iRead, ABC Mouse, Lexia Core 5, Flocabulary, ReadingEggs, and MathSeeds.	\$ 5,974	\$ -	\$ 5,974	\$ -	\$ -	31	
235-1-024-20210713	Eligible	Direct Allocation	Instruction	Software	10. Providing mental health services and supports	Purchase of Second Step online access for all K-8 students. This includes teacher lessons and curriculum. Also purchase of SAEBRS online screening tool with admin accounts to access reporting. This will allow us to better serve and meet the needs of our students' social/emotional needs.	\$ 3,570	\$ -	\$ 3,570	\$ -	\$ -	31	

235-1-025-20210713	Eligible	Direct Allocation	Support Services (Students)	Other	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student Classroom Set of Headphones that work with iPads for our Kindergarten through 3rd grade students. This will ensure each student has their own headset in case we are required to go to Remote Learning.	\$ 3,709	\$ -	\$ 3,709	\$ -	\$ -	31	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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Kansas CommonApp (2020)

1646-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dWagkoOV

252_Southern Lyon County_ESSER II Plan_0526

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 252 Southern Lyon County
Applicant / Mailing Address	
PO Box 278	
Hartford, KS 66854	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Mike Argabright
Applicant / Email Address of Owner, CEO, or Executive Director	margabright@usd252.org
Applicant / Phone Number	620-392-5510

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)	48-0699001
Applicant / Website Address (if applicable)	www.usd252.org

Application details

Full District Name	Southern Lyon County
District Number	252
Mailing Address Street Address	PO Box 278
Mailing Address City	Hartford
Mailing Address Zip Code	66854
Authorized Representative of the District Name	Cassie Dieker
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	cdieker@usd252.org
Authorized Representative of the District Phone Number	+16203925519
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 252 was able to complete the 2021 school year with face to face learning for the entire school year. During some instances, classrooms or cohorts did face quarantine challenges and the option was always available for students to learn remotely. Staff and students made the adequate changes and followed guidelines established by our local health officials to make the year a success. District Administration has made the decision to focus the allocation of funds towards regaining academic time and learning loss that has been experienced during the adjustments made for COVID.

Evaluation of learning loss continues to be the focus as administration digests testing scores and overall academic performance across all grades. The need has arose for additional math instruction at an elementary level, a credit recovery program for high school students, and additional after school and summer instruction for the entire K-12 student body.

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 dollars have been allocated towards summer 2021 programming to address the learning loss due to COVID. In addition to summer programming, USD 252 has hired two elementary instructors to address the learning loss in math. The remaining ESSER I dollars will contribute to those salaries. These positions will continue to with the drawn down of ESSER II funds. Additionally, ESSER I funds have been allocated to summer school and tutoring salaries.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

USD 252 has hired additional elementary math instructors beginning in the 2021-22 school year to address the learning loss students in grades K-6 have experienced due to COVID. New summer programming specific to math and reading in the elementary grades has been developed to continue to bridge the gap created by COVID. Grades 7-12 will have access to additional tutoring and summer credit recovery programs to address the learning loss experienced during COVID. ESSER II funds will be used for staff salaries in these programs and additions.

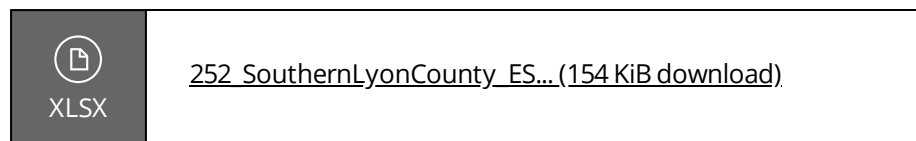
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 252 will monitor student progress of those participating in the extra academic opportunities to make sure they are improving in that area. We will look closely at students who are exceptionally in need of extra academic support to see if their learning gap has begun to close.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- 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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Cassie Dieker

Date | 05/26/2021

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

USD	District Name	Data as of
252	Southern Lyon County	June 16, 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
252-1-001-20210713	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	based on data provided by MAP testing and Acadiance (formally DIBELS) the addition of elementary math instructors has been made to address learning losses of students during COVID	\$ 99,153	\$ -	\$ 42,391	\$ 33,000	\$ 23,762	91600	
252-1-002-20210713	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	based on data provided by MAP testing and Acadiance (formally DIBELS) the addition of elementary math instructors has been made to address learning losses of students during COVID	\$ 98,848	\$ -	\$ 42,086	\$ 33,000	\$ 23,762	91400	
252-1-003-20210713	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	based on data additional summer math and reading direct instruction for tier II and enrichment for tier III students to address learning loss due to COVID	\$ 36,427	\$ -	\$ 2,500	\$ 16,964	\$ 16,963	91200	

Kansas CommonApp (2020)

1643-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MWNoDnvQ

299_Sylvan Unified Schools ESSER II Plan_0525-Submission

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)

Application details

Full District Name	Sylvan Unified Schools
District Number	299
Mailing Address Street Address	PO Box 303
Mailing Address City	504 W. 4th Street, Sylvan Grove
Mailing Address Zip Code	67481
Authorized Representative of the District Name	Jude Stecklein
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jstecklein@usd299.org
Authorized Representative of the District Phone Number	+17855267175
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	pschneider@usd299.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 emotional impact was when school was shut down in March 2020 with no warning. Students were expected to finish the year remotely with the school district scrambling to get technology and books to all the students so they could finish out the school year at home. The district was also scrambling to get all the paperwork done and submitted in a week so all students could receive meals for the remainder of the school year. Administration was arranging for delivery of meals to all the towns in our district so students could receive a grab and go meal each day. The cost impact was purchasing technology so each student would be able to finish the year on-line and have internet for all students. Another cost impact was purchasing all the cleaning supplies, plexiglass, masks, and sanitizing supplies to start the new school year in August 2020.

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.

1. We plan to install at the elementary school I-wave units for Air purification. We will install 56 I-wave M strips in the fan coil units and mini-split consoles. We also plan to install two Aerus Pure & Clean machines with brackets in the gym.
2. Our district is going to have a Jump Start program two weeks prior to school starting for students in the elementary school that need extra help with academic remediation/catching up. This will help pay for teacher salaries and staff needed for the Jump Start program.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

1. Install a SAC3000 Ambient Air Cleaner, 4 Cartridge Dust Collector system in the shop building at the Jr./Sr. high school.
2. Purchase cleaning and sanitizing products for both buildings.

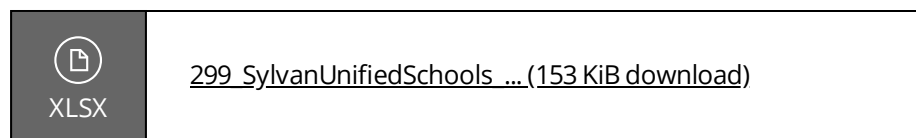
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The impact will be cleaner air and improve the air quality and cleanliness for all students in the shop building. Also it will impact all students and staff in both buildings by having everything cleaned and sanitized daily.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature

| Pamela Schneider

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

USD	District Name	Data as of
299	Sylvan Grove	June 16, 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
299-1-001-20210713	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	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."Allowable if CDC guidelines are met
299-1-002-20210713	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, multifold towels, gloves, vindicator, hand soap, laundry soap, etc. for all buildings in the district.	\$ 15,542	\$ 15,542	\$ -	\$ -	\$ -	07.2600.610	

Kansas CommonApp (2020)

1618-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GOJzEWZX

308_Hutchinson_ESSERIIPlan_04

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 308 Hutchinson

Applicant / Mailing Address

| 1520 N. Plum

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

Applicant / Email Address of Owner, CEO, or Executive Director | stucky.julie@usd308.com

Applicant / Phone Number | 6206154040

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

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

Application details

Full District Name | USD 308 Hutchinson

District Number | 308

Mailing Address | Street Address | 1520 N. Plum

Mailing Address City	Hutchinson
Mailing Address Zip Code	67501
Authorized Representative of the District Name	Julie Stucky
Authorized Representative of the District Position or Title	Director of Finance
Authorized Representative of the District Email Address	stucky.julie@usd308.com
Authorized Representative of the District Phone Number	+16206154040
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 308 has implemented several different learning environments (all students on site, hybrid, modified hybrid, and remote) during the 2021-2022 school year. We have lost numerous students to established virtual schools. Our district has had multiple remote students not completing assignments, not engaged, and failing. For example, 119 (36%) elementary remote learners have been repeatedly contacted for not making the expected academic growth. 38 of those 119 were not truant, but also not engaged. Another 79 of the 119 received the first truancy letter. 12 of those 79 received the second, and three students actually had truancy filed on them.

Pertaining to reading as measured by i-Ready from Fall to Winter, our students (26%-tier 3, 36%-tier 2, 38%-tier 1) met 65% of their overall end of the year goal in 2019-2020 as compared to 48% (students... 32%-tier 3, 34%-tier 2, 34%-tier 1) in 2020-2021. In i-Ready math, our students (19%-tier 3, 48%-tier 2, 33%-tier 1) met 58% of their overall end of the year goal in 2019-2020 as compared to 48% (students... 27%-tier 3, 46%-tier 2, 27%-tier 1) in 2020-2021.

We currently have a much higher percentage of students failing as compared to the spring of 2020, especially within grades 7-12. For example, 7-12 ELL students decreased failing grades by 27.2% from the 2nd trimester (hybrid model) to 3rd trimester (all students onsite). This is significant because it shows that during hybrid, our ELLs were failing at a higher rate than once we returned full time face to face.

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

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

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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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 308 will use approximately \$2,341,000 for Student Academic Performance in the areas of Virtual School, 2 additional FTE, Accelus, Tutoring, Summer Programs, Staff Training for Leader in Me and additional instructional support.

USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention.

USD 308 will use approximately \$430,000 on Ionization Modules

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

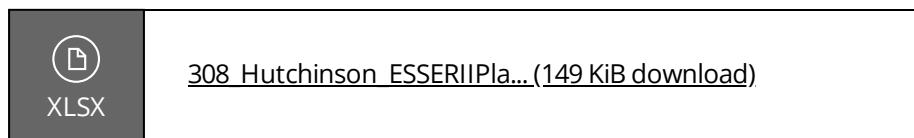
Hutchinson Public Schools will administer and use high-quality assessments that are valid and reliable to obtain individual student baseline data, accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. Educators will implement evidence-based activities to meet the comprehensive needs of all students. USD 308 will provide information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. We will also track student attendance and improve student engagement in distance education.

Our district is also offering an extensive K-12 summer and supplemental after school programs for all students in partnership with The Boys & Girls Clubs of Hutchinson to provide classroom instruction to address the needs of our diverse student population, specifically those students of low-income, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Julie Stucky

Date | 05/12/2021

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

USD	District Name	Data as of
308	Hutchinson Public Schools	June 15, 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
308-1-001-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	K-12 Virtual School 2 additional FTE	\$ 200,000	\$ -	\$ 100,000	\$ 100,000	\$ -	102-1000-00-1500-000-13-111	From the districts narrative: USD 308 will use approximately \$2,341,000 for Student Academic Performance in the areas of Virtual School, 2 additional FTE, Accelus, Tutoring, Summer Programs, Staff Training for Leader in Me and additional instructional support. USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention.
308-1-002-20210713	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Accelus Start up Program	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	102-1000-00-1500-000-17-650	USD 308 has implemented several different learning environments (all students on site, hybrid, modified hybrid, and remote) during the 2021-2022 school year. We have lost numerous students to established virtual schools. Our district has had multiple remote students not completing assignments, not engaged, and failing. For example, 119 (36%) elementary remote learners have been repeatedly contacted for not making the expected academic growth. 38 of those 119 were not truant, but also not engaged. Another 79 of the 119 received the first truancy letter. 12 of those 79 received the second, and three students actually had truancy filed on them.

308-1-003-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	K-12 Tutoring and K-12 Summer Program	\$ 600,000	\$ -	\$ 300,000	\$ 300,000	\$ -	102-1000-00-1500-248-13-111	
308-1-004-20210713	Eligible	Direct Allocation	Support Services (Instructional Staff)	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Develop and Implement procedures to improve preparedness of students to hire additional instructional support for students \$135,000 per elementary school	\$ 969,947	\$ -	\$ 354,474	\$ 615,473	\$ -	102-2200-00-1500-000-13-111	
308-1-005-20210713	Eligible	Direct Allocation	Instruction	Other Professional Educational Services	3. Providing principals and other school leaders with resources to address individual school needs	Staff Training required for Leader In Me	\$ 450,000	\$ -	\$ 75,000	\$ 200,000	\$ 175,000	102-1000-00-1500-000-11-329	USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention.
308-1-006-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Staff Retention Incentive	\$ 580,000	\$ -	\$ 580,000	\$ -	\$ -	102-1000-00-1500-000-13-111	Premium incentive pay. This incentive pay is for retention of staff. Description modified per district request.

308-1-007-20210713	Eligible	Direct Allocation	Social Work Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Additional Social Worker	\$ 140,000	\$ 70,000	\$ 70,000	\$ -	\$ -	102-2113-00-1500-000-13-111	USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention.
308-1-008-20210713	Eligible	Direct Allocation	Maintenance of Buildings	Other 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	Ionization Modules	\$ 430,000	\$ 430,000	\$ -	\$ -	\$ -	102-2620-00-1500-000-19-739	Allowable if CDC guidelines are met
308-1-009-20210713	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	3. Providing principals and other school leaders with resources to address individual school needs	Leader in Me books and supplies	\$ 309,000	\$ -	\$ 103,000	\$ 103,000	\$ 103,000	102-1000-00-1500-000-11-619	USD 308 will use approximately \$1,029,000 for Social/Emotional Support for Staff and Students, Additional Social Workers, Leader in Me and Staff Retention.

Kansas CommonApp (2020)

1567-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OqGXaeoz

329_Wabaunsee_ESSER II Plan_0511

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 329 Wabaunsee

Applicant / Mailing Address

213 E 9th
Alma, KS 66401

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

Applicant / Email Address of Owner, CEO, or Executive Director | bstarnes@usd329.com

Applicant / Phone Number | 7857653394

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) | 48-0698889

Applicant / Website Address (if applicable) | usd329.com

Fiscal Agent / Name (if applicable) | Cheryl Zeller

Fiscal Agent / Email (if applicable) | czeller@usd329.com

Fiscal Agent / Mailing Address (if applicable)

213 E 9th
Alma, KS 66401

Application details

Full District Name		Wabaunsee
District Number		329
Mailing Address Street Address		213 E 9th
Mailing Address City		Alma
Mailing Address Zip Code		66401
Authorized Representative of the District Name		Brad Starnes
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		bstarnes@usd329.com
Authorized Representative of the District Phone Number		+17857653394
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		czeller@usd329.com
Other District Representative 2 Email Address		jchamberlin@usd329.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 329 has a vision of controlling what we can control, consequently we did everything we could to control indoor air quality and trained our staff in correct disinfecting techniques. We relied on and followed the recommendations of our local Wabaunsee County Health Dept as our health experts. This allowed us to start face to face school on our regularly published calendar date of August 18th. We trained staff for 4 days in July-including remote learning. By starting early and staying in face-to-face school we have "hedged our bets" in regard to learning loss. Data on the Kansas Communities That Care survey show the following;
18.26% of our 6,8,10 & 12th graders have thought about taking their own lives and 12.93% actually attempted to kill themselves. I think it's related to electronic bullying that's up to 6.84% that are regularly bullied 1 to 2 times a week. These

stats are far worse than students actually dying from COVID. This data justifies us hiring a PK-8 school counselor, continuing with grant provided SRO and MHIT school mental health liaison.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

By controlling what we can control to prevent, prepare for and respond to COVID 19. This would include being proactive in addressing learning loss by making sure we follow public health protocols so that our students can be in face-to-face school for as many days/hours as possible. Analysis of data (particularly FastBridge, The Leader in Me Measurable Results Assessments, Kansas Communities That Care) to determine if and when we may need an extended school year, need additional resources-including personnel and professional development. Our teaching staff is being trained and will need additional professional development in MTSS by KSDE trainers to provide research-based interventions. Continue to provide MHIT school mental health liaison and a School Resource Officer, while hiring a PK-8 counselor. Pay for continued disinfectant products, PPEs and time to use them. Control our indoor air quality by installing plasma air scrubber units on our HVAC systems that eliminate 99% of all allergens and viruses while allowing more air to be circulated. At our August back to school inservice we brought in our Wabaunsee County Health Department administrator to talk about what the virus is, how it spreads, what to look for, how to mitigate the virus and what we were doing to ensure the staff and students were safe allowing us to start school August 18th and stay face to face for almost the entire school year.

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

Analysis of data (particularly FastBridge-Saebrs, The Leader in Me Measurable Results Assessments, Kansas Communities That Care, MHIT grant numbers) to determine if and when we may need additional resources-including personnel and professional development. Our teaching staff and classified teacher support staff is being trained and will need additional professional development in MTSS by KSDE trainers to provide research-based interventions. For those who serve on the District MTSS Team training dates for 2021-22 are (Nov 10, Jan 10, Feb 9 and May 9th). All district teaching staff was trained on remote learning and COVID protocols July 27th-29th, 2020. Our BOE approved our Exiting COVID Reopening Plan.

Notes on ESSER II application Excel template:

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

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



XLSX

[329_Wabaunsee_ESSER II PI... \(150 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

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

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

[72 FR 3703, Jan. 25, 2007]

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

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

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

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

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

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.

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

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

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature | Brad Starnes

Date | 05/11/2021

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

USD	District Name	Data as of
329	Wabaunsee	June 14th

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
329-1-001-20210713	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	ELEMENTARY COUNSELOR	\$ 60,630	\$ -	\$ 42,604	\$ 18,026	\$ -	07 E 2120 110 0000 220	Per narrative, Data on the Kansas Communities That Care survey show the following; 18.26% of our 6,8,10 & 12th graders have thought about taking their own lives and 12.93% actually attempted to kill themselves.
329-1-002-20210713	Eligible	Direct Allocation	Guidance Services	Group Insurance	10. Providing mental health services and supports	ELEMENTARY COUNSELOR	\$ 6,744	\$ -	\$ 6,744	\$ -	\$ -	07 E 2120 210 0000 220	Per applicant, Object Code amended from 110 to 210.

329-1-003-20210713	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	ELEMENTARY COUNSELOR	\$ 3,364	\$ -	\$ 3,364	\$ -	\$ -	07 E 2120 220 0000 220	Per applicant, Object Code amended from 110 to 220.
329-1-004-20210713	Eligible	Direct Allocation	Guidance Services	Other Employee Benefits	10. Providing mental health services and supports	ELEMENTARY COUNSELOR	\$ 43	\$ -	\$ 43	\$ -	\$ -	07 E 2120 290 0000 220	Per applicant, Object Code amended from 110 to 290.
329-1-005-20210713	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Fastbridge Assessment System Annual Subscription Training-Fastflix Tier 2 Product Implementation: Level 1 Fastbridge Level 1 Onboarding Level 1 Data Integration System Mgmt Workshop	\$ 5,000	\$ -	\$ -	\$ 5,000	\$ -	07 E 1000 300 0000 220	Per narrative, By controlling what we can control to prevent, prepare for and respond to COVID 19. This would include being proactive in addressing learning loss by making sure we follow public health protocols so that our students can be in face-to-face school for as many days/hours as possible. Analysis of data (particularly FastBridge, The Leader in Me Measurable Results Assessments, Kansas Communities That Care) to determine if and when we may need an extended school year, need additional resources-including personnel and professional development.

329-1-006-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 21,000	\$ 21,000	\$ -	\$ -	\$ -	07 E 1000 110 0000 220	Per applicant, the request is for reimbursement and the applicant confirmed this request for reimbursement was regularly paid during the covered period. USD 329 has a vision of controlling what we can control, consequently we did everything we could to control indoor air quality and trained our staff in correct disinfecting techniques. We relied on and followed the recommendations of our local Wabaunsee County Health Dept as our health experts. This allowed us to start face to face school on our regularly published calendar date of August 18th. We trained staff for 4 days in July- including remote learning- dealing with possible learning loss-social/emotional learning- disinfecting/cleaning-what steps the district took to ensure the air
329-1-007-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 5,650	\$ 5,650	\$ -	\$ -	\$ -	07 E 1000 120 0000 220	Line item 329-1-006-20210713

329-1-008-20210713	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	07 E 2120 110 0000 220	Line item 329-1-006-20210713
329-1-009-20210713	Eligible	Direct Allocation	School Library Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	07 E 2222 120 0000 220	Line item 329-1-006-20210713
329-1-010-20210713	Eligible	Direct Allocation	Support Services (General Administration)	Regular Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 500	\$ 500	\$ -	\$ -	\$ -	07 E 2300 110 0000 220	Line item 329-1-006-20210713
329-1-011-20210713	Eligible	Direct Allocation	Support Services (General Administration)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	07 E 2300120 0000 220	Line item 329-1-006-20210713
329-1-012-20210713	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	07 E 2400 110 0000 220	Line item 329-1-006-20210713

329-1-013-20210713	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	07E 2400 120 0000 220	Line item 329-1-006-20210713
329-1-014-20210713	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	07 E 2600 120 0000 220	Line item 329-1-006-20210713
329-1-015-20210713	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	07 E 2720 120 0000 220	Line item 329-1-006-20210713
329-1-016-20210713	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	07 E 3100 120 0000 220	Line item 329-1-006-20210713

329-1-017-20210713	Eligible	Direct Allocation	Instruction	Inter-educational, Interagency Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Grant % responsibilities we are paying for School Resource Officer	\$ 60,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	07 E 1000 590 0000 220	Per applicant, Funding of \$15,000 added to SFY2022-2024. This is a new position for a School Resource Officer where we have to pay 25% of the state grant. They were able to help with Social/Emotional mental health of our students and safety/security to enforce COVID protocol-including at hosted events. The SRO is part of the school mental health team. He is responsible to help along with our counselor in teaching SEL classes (IE-provides class lessons to our elementary schools), work with our student led Yellow Ribbon Suicide Prevention Club, provide individual SEL counseling with students as well as help to create a positive learning environment by keeping our students safe and secure-which leads to their SEL mental health
329-1-018-20210713	Eligible	Direct Allocation	Speech Pathology and Audiology Services	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 500	\$ 500	\$ -	\$ -	\$ -	07 E 2150 110 0000 220	Line item 329-1-006-20210713
329-1-019-20210713	Eligible	Direct Allocation	Speech Pathology and Audiology Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 38	\$ 38	\$ -	\$ -	\$ -	07 E 2150 220 0000 220	Line item 329-1-006-20210713

329-1-020-20210713	Eligible	Direct Allocation	Speech Pathology and Audiology Services	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 1	\$ 1	\$ -	\$ -	\$ -	07 E 2150 260 0000 220	Line item 329-1-006-20210713. This is allowable use as described as incentive pay.
329-1-021-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 2,039	\$ 2,039	\$ -	\$ -	\$ -	07 E 1000 220 0000 220	Line item 329-1-006-20210713
329-1-022-20210713	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 27	\$ 27	\$ -	\$ -	\$ -	07 E 1000 260 0000 220	Line item 329-1-006-20210713
329-1-023-20210713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 77	\$ 77	\$ -	\$ -	\$ -	07 E 2100 220 0000 220	Line item 329-1-006-20210713

329-1-024-20210713	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 1	\$ 1	\$ -	\$ -	\$ -	07 E 2100 260 0000 220	Line item 329-1-006-20210713
329-1-025-20210713	Eligible	Direct Allocation	School Library Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 153	\$ 153	\$ -	\$ -	\$ -	07 E 2222 220 0000 220	Line item 329-1-006-20210713
329-1-026-20210713	Eligible	Direct Allocation	School Library Services	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 2	\$ 2	\$ -	\$ -	\$ -	07 E 2222 260 0000 220	Line item 329-1-006-20210713

329-1-027-20210713	Eligible	Direct Allocation	Support Services (General Administration)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 115	\$ 115	\$ -	\$ -	\$ -	07 E 2300 220 0000 220	Line item 329-1-006-20210713
329-1-028-20210713	Eligible	Direct Allocation	Support Services (General Administration)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 2	\$ 2	\$ -	\$ -	\$ -	07 E 2300 260 0000 220	Line item 329-1-006-20210713
329-1-029-20210713	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 306	\$ 306	\$ -	\$ -	\$ -	07 E 2400 220 0000 220	Line item 329-1-006-20210713
329-1-030-20210713	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 5	\$ 5	\$ -	\$ -	\$ -	07 E 2400 260 0000 220	Line item 329-1-006-20210713
329-1-031-20210713	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 306	\$ 306	\$ -	\$ -	\$ -	07 E 2600 220 0000 220	Line item 329-1-006-20210713

329-1-032-20210713	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 4	\$ 4	\$ -	\$ -	\$ -	07 E 2600 260 0000 220	Line item 329-1-006-20210713
329-1-033-20210713	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 383	\$ 383	\$ -	\$ -	\$ -	07 E 2720 220 0000 220	Line item 329-1-006-20210713
329-1-034-20210713	Eligible	Direct Allocation	Monitoring Services	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 5	\$ 5	\$ -	\$ -	\$ -	07 E 2720 260 0000 220	Line item 329-1-006-20210713
329-1-035-20210713	Eligible	Direct Allocation	Food Service Operations	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD,	\$ 268	\$ 268	\$ -	\$ -	\$ -	07 E 3100 220 0000 220	Line item 329-1-006-20210713
329-1-036-20210713	Eligible	Direct Allocation	Food Service Operations	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	\$500 COVID prevent, prepare for and respond to COVID for all regular ed staff, teachers, all classified and administrative staff (teachers teaching remote students, taking temps, PD, cleaning)	\$ 4	\$ 4	\$ -	\$ -	\$ -	07 E 3100 260 0000 220	Line item 329-1-006-20210713

Kansas CommonApp (2020)

1644-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

352_Goodland_ESSER II Plan_0525



bXkdmVRI

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 | Goodland Schools - 352

Applicant / Mailing Address

| 1311 Main
| Goodland, KS. 67735

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

Applicant / Email Address of Owner, CEO, or Executive Director | bill.biermann@usd352.org

Applicant / Phone Number | 785-890-2397

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 | Goodland

District Number | 352

Mailing Address Street Address	1311 Main
Mailing Address City	Goodland
Mailing Address Zip Code	67735
Authorized Representative of the District Name	Bill Biermann
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bill.biermann@usd352.org
Authorized Representative of the District Phone Number	+17858902397
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	marcia.harkins@usd352.org

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

When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. Our students needed schools more than we might have realized and when they came back to school this fall we saw that and I think we are still dealing with some of the SEL issues as we work through the next few years. Yes are AIMSweb scores were lower than past years and we have had to play catch up during the year. The majority of our students have been able to get back to grade level or at a level where we feel confident in our ability to get them there. However, our special populations and at-risk students will continue to need additional supports and resources moving forward to get them back on track.

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 majority of our remaining ESSER I funds are going towards funding our summer school this June. The additional staff needed and the resources to provide a meaningful experience for our students k-12. We will continue to work with our service center provider in determining the best use of the special education allocation to best serve 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 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Our number priority will be meeting the individual needs of our students. That is why we are looking at adding additional staff in key areas as outlined in our application to help support students learning. Additionally, we want to purchase a better math resource and additional interventions. We also want to increase staff development in key areas of MTSS Intervention techniques, technology integration, and teaching in a virtual setting to better prepare our staff for meeting those unique challenges. We have hired additional counselors to meet the SEL needs of our students and finally we need a new HVAC system in our 1947 Central building where our PK program is offered as it does not have a centralized system for clean air and the learning environment for students needs to improve in an effort to provide a safe environment

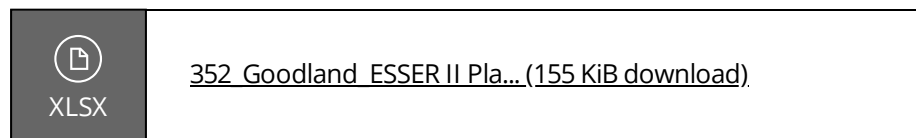
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will have implemented Fastbridge starting this coming fall instead of our traditional Aimsweb data and our own local assessment of SEL. We hope to monitor these scores to see improvement in the areas of Math, Reading, and Social Emotional. We are excited about the plan we have put in place to support student learning across the district.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

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

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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Bill Biermann

Date | 05/26/2021

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

USD	District Name	Data as of
352	Goodland	June 14th

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
352-1-001-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Our current Math Curriculum does not provide us two things we found out we needed during this last year. The technolog componenet should we have to do some sort of remote learning again and an Math Intervention componennt that teachers can utilize to meet the individual needs of students.	\$ 87,685	\$ 87,685	\$ -	\$ -	\$ -	95-00-1000-610-00	Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. Yes are AIMSweb scores were lower than past years and we have had to play catch up during the year. The majority of our students have been able to get back to grade level or at a level where we feel confident in our ability to get them there. However, our special populations and at-risk students will continue to need additional supports and resources moving forward to get them back on track. Additionally, we want to purchase a better math resource and additional interventions.
352-1-002-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase of Reading Intervention materials to support our MTSS program to further meet the individual needs of students.	\$ 4,700	\$ 4,700	\$ -	\$ -	\$ -	95-00-1000-610-00	Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. We also want to increase staff development in key areas of MTSS Intervention techniques, technology integration, and teaching in a virtual setting to better prepare our staff for meeting those unique challenges.

352-1-003-20210713	Eligible	Direct Allocation	Support Services - Instruction	Staff Travel	3. Providing principals and other school leaders with resources to address individual school needs	We are planning on ramping up our summer Professional development offering to better equip teachers with the strategies and resources necessary to meet the individual needs of students; including but not limited to Pathways, Fastbridge, and technology training.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	95-00-2200-580-00	Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted. We also want to increase staff development in key areas of MTSS Intervention techniques, technology integration, and teaching in a virtual setting to better prepare our staff for meeting those unique challenges.
352-1-004-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	8. Planning for and coordinating during long-term closures, including on how to provide meals,	The purchase of two digital resources to better allow us to effective teach in a remote learning environment: Dreambox and Lexia	\$ 15,200	\$ 15,200	\$ -	\$ -	\$ -	95-00-1000-610-00	
352-1-005-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are employing an extra 7-12 Math teacher to specifically work within our Intervention program to meet individual needs as well as lower class sizes. We plan to target students who have demonstrated learning loss through the pandemic	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	95-01-1000-110-00	
352-1-006-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are employing an extra 7-12 Language Arts teacher to specifically work within our Intervention program to meet individual needs as well as lower class sizes. We plan to target students who have demonstrated learning loss through the pandemic	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	95-01-1000-110-00	

352-1-007-20210713	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	We are employing an additional Elementary Counselor at the 7-12 building to provide social emotional support for students.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	95-04-2120-110-00	Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted.
352-1-008-20210713	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	We are employing an additional Secondary Counselor at the 7-12 building to provide social emotional support for students.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	95-01-2120-110-00	Per narrative, When our students went to remote learning last spring it definitely impacted had a huge impact on our students, probably more social/emotional than maybe academic but both were impacted.
352-1-009-20210713	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	We are opening up another Preschool classroom as we have seen a rise in At-Risk student populations and the need for PK services in our community has risen as a result of the pandemic	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	95-03-1000-110-00	

352-1-010-20210713	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Sherman County Early Childhood Center in which we offer PK services is an outdated facility without a modern HVAC system for healthy air quality. It has a few Window AC units but lacks central air and heat.	\$ 290,503	\$ 290,503	\$ -	\$ -	\$ -	95-03-2630-460-00	Per narrative, we need a new HVAC system in our 1947 Central building where our PK program is offered as it does not have a centralized system for clean air and the learning environment for students needs to improve in an effort to provide a safe environment. Allowable if CDC guidelines are met
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Kansas CommonApp (2020)

1627-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YOgddOjY

358_Oxford_ESSER II Plan_0519

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Oxford Unified School District 358
Applicant / Mailing Address	
PO Box 937	
Oxford, KS 67119	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Cathi Wilson
Applicant / Email Address of Owner, CEO, or Executive Director	cathiwilson@usd358.com
Applicant / Phone Number	620-455-2227

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

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

Applicant / Federal EIN (if applicable)	48-0724590
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Application details

Full District Name	Oxford Public Schools
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District Number		358
Mailing Address Street Address		515 N Water Po Box 970
Mailing Address City		Oxford
Mailing Address Zip Code		67119
Authorized Representative of the District Name		Cathi Wilson
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		cathiwilson@usd358.com
Authorized Representative of the District Phone Number		+16204552227
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		kristinahouser@usd358.com

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

The Covid impact on the USD 358 district and students by increasing operational costs for supplies, additional staffing, substitutes, technology costs, curriculum supplies, and fuel costs running extra transportation routes to keep students in smaller groups. The district has also experienced an increase in the anxiety and social emotional needs from staff, parents and especially students. Disparities in internet access in our rural community were also an issue. The impact of learning loss was experienced when students or staff had long incidents of quarantine. Some were out as much as six weeks even though the district was able to remain in person learning for the entire year.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

The district intends to allocate funds in ESSER II to provide summer learning opportunities, summer meals, summer transportation to summer learning, reduction in class size through the addition of staff at the elementary school and after school tutoring at both the 7-12 level and elementary.

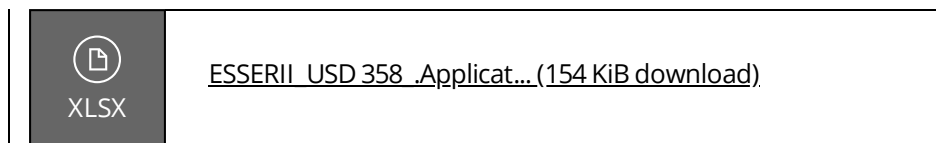
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will be tracking student academic gain/loss through local and state assessments, social emotional screening data, MTSS tier movement, behavior data, attendance data, and Kansas Communities that Care Data.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

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

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

[72 FR 3703, Jan. 25, 2007]

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(e) Other records to facilitate an effective audit.

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

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

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

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

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§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

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§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Cathi Wilson

Date | 06/01/2021

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

USD	District Name	Data as of
358	Oxford	June 14th

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
358-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer learning academies will be provided to for students grades K-12 to provide remediation for social emotional and academic deficients for 3 weeks in June in 20-21 and 21-22	\$ 61,200	\$ 4,500	\$ 28,300	\$ 28,400	\$ -	96000	
358-1-002-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	School jump start will be provided to for students grades K-6to provide remediation for social emotional and academic deficients and provide pre-teaching opportunities to prepare students to transition back to a school setting in August. Providing stability and increasing skills impacted as a result of COVID	\$ 9,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ -	96005	
358-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Addition of an elementary teaching position to reduce class size for a grade level impacted by COVID absenteeism during the 19.20 school year. The reduction will allow for more individualize instruction to help address learning loss	\$ 81,510	\$ 40,755	\$ 40,755	\$ -	\$ -	96000	

358-1-004-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Learning Labs will be provided two days a week to allow students time to extend 1-1 supports for academic improvements.	\$ 8,000	\$ 4,000	\$ 4,000	\$ -	\$ -	96005	
358-1-005-20210713	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hot Spots will be contracted with internet providers for student internet access if needed due to COVID related absences from School	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	96035	
358-1-006-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Materials and supplies need for students to participate in summer learning activities	\$ 5,381	\$ 1,000	\$ 1,690	\$ 2,691	\$ -	96030	

Kansas CommonApp (2020)

1222-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



Qrgmzoyp

360_Caldwell_ESSER IIPlan_0401

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 360 Caldwell

Applicant / Mailing Address

| 22 N Webb St

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

Applicant / Email Address of Owner, CEO, or Executive Director | ajamison@usd360.com

Applicant / Phone Number | 6208452585

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) | 48-0724924

Applicant / Website Address (if applicable) | www.usd360.com

Application details

Full District Name		Caldwell
District Number		360
Mailing Address Street Address		22 N Webb St
Mailing Address City		Caldwell
Mailing Address Zip Code		67022
Authorized Representative of the District Name		Alan Jamison
Authorized Representative of the District Position or Title		Alan Jamison, Superintendent
Authorized Representative of the District Email Address		ajamison@usd360.com
Authorized Representative of the District Phone Number		+16208452585
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		ajamison@usd360.com
Other District Representative 2 Email Address		ajamison@usd360.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 360 Caldwell Schools is a rural school district located in SC Kansas. Enrollment is about 270 students including PreK-12th grade and a few virtual students. Our poverty rate has been increasing the District due to loss of jobs in the pandemic. Providing services to SPED students during the pandemic has been hard. Additional devices have been purchased to provide 1-to-1 connectivity with all students during the times we had to do remote learning. We delayed opening the school year and worked with all staff on designing teaching and learning using remote devices. We increased communications with parents and patrons during the summer as we prepared for all possibilities to the reopening of school in August. We started back to school face-to-face. Some students chose to be remote or enroll in our 6-12 virtual school rather than come into the buildings. We are seeing a decline in some of our local assessment scores. The plan this summer and fall is to have summer school camps and provide after school and in-school programs starting this fall to help students. Many safety protocols have been added and we have found a need for more custodial staff or the staff we have were asked to pick up overtime to get all the facilities clean and kept safe for staff and students. We expect to encounter many unknown factors going forward with both our students and our staff.

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

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

ESSER I Sp Ed is using theirs for staffing.

ESSER I is being used for Summer School programs, Curriculum for staff, Custodial extra cleanings because of Summer School, and Staff hours for Summer School.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 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.

Throughout the past year we have come across several areas that we need to address.

The district has some shortages in technology. When we have had to go to remote learning we found we didn't have enough devices for our lower grades and pre-school.

We are looking at classroom and interactive technology for teachers to be able to be more connected to students should the need arise again. We need to increase our internet speed and when we have a lot of traffic we have found the need for an additional serve to help in this area.

We may need to hire a teacher to help with K-8 remediation or set up some classes to help students who struggle with remote learning. We have also found some curriculum issues that need addressed especially in or K-8 curriculum.

Supplemental curriculum to diagnose and implement individualized learning plans which may require additional personnel.

We have started to address air quality in some of the rooms and areas in our schools. That will be an ongoing need. We have installed some touchless faucets and toilets in the buildings, but need change out some water fountains with those that have bottle fillers to prevent the spread of germs.

Throughout this and even before we have tried to expand mental health services to our students. This year has taken a toll on both students and staff so addressing social emotional needs is an area we expect to have to address in the future.

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 tried multiple things during the past year in dealing with COVID. Some things have worked well and there are other areas that we have had to stop and pivot toward another direction. More individualized time for students and more time for staff to collaborate will be important. We will continue to monitor student assessments and track them to see if our interventions and programs are working. Monitoring the physical and mental health as well will be important to us as well.

We feel that the ESSER II funds will be extremely valuable to address concerns and areas mentioned above because the effects of this pandemic on students may not be known for several years.

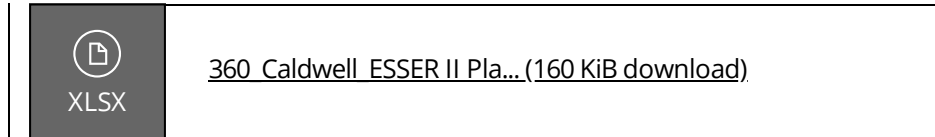
Notes on ESSER II application Excel template:

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

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

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

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§200.303 Internal controls.

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§200.320 Methods of procurement to be followed;

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§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Alan Jamison

Date | 04/01/2021

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

USD	District Name	Data as of
360	Caldwell	June 14th

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
360-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teacher salaries for remediation or where students fall behind.	\$ 110,000	\$ -	\$ 55,000	\$ 55,000	\$ -	98-1000-110	additional information regarding the number of staff and students, how the instructional services will be provided beyond the contract; Applicant responded via email (6/1/21): summer school sessions for elementary and middle school this year. Five staff members are working this summer.
360-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Para and classified salaries where students have fallen behind.	\$ 40,116	\$ -	\$ 20,116	\$ 20,000	\$ -	98-1000-120	More information regarding beyond the contract time; Applicant responded via email: We have two part-time teachers that will have their contracted time increased to assist with remediation during the school day and will add one new full-time employee.
360-1-004-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning 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	Salaries for custodial services to keep buildings free from infectious disease transmission.	\$ 29,000	\$ -	\$ 15,000	\$ 14,000	\$ -	98-2600-420	Information on how this is above and beyond the regular contract for custodial services; Applicant responded via email: We operated the last 10 weeks of the school year short one custodian and transportation director. We have hired a new person so staff will be back up to four. We are short at least a half-time person so we are trying to hire that position as either full or part-time. Existing staff has had to cover for the lack of the new person hired and will have to cover some areas until then. Additional functional program and need for work and cleaning of rooms is how it relates to Covid 19.

360-1-005-20210713	Eligible	Direct Allocation	Land Improvement	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	Supplies needed to clean and sanitize buildings. Also materials purchased to create a Functional Special Education room.	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	98-4200-600	Information on the need for Functional Skills classroom due to COVID-19; In our interlocal we have had agreements with other school districts to house functional programs. The board decided to have a north and south functional program so we have had to do construction on current rooms to make space for the new programs being housed in our district. Smaller class sizes and less travel is how it relates to Covid 19.
360-1-003-20210713	Eligible	Direct Allocation	Support Services - Instruction	Professional Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Curriculum and professional training for new curriculum for remediation teaching.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	98-2200-320-00	Local building assessments were used to monitor student progress during the year. We had a high inflow/outflow of students during the year for whatever reason and have noticed not only the group of students we have had for multiple years show declines this year in progress, but the students coming into the district for the first time were even further behind. Summer school focus in the past had been on elementary, but we are also seeing the same pattern in the middle school and the purchase of supplemental curriculum and training needed to use it and to gain the knowledge of how to use the curriculum and data from some of the items is what we are using the money for. We believe the moving around and or being in remote learning or not face-to-face to parts of the year have contributed to some

Kansas CommonApp (2020)

1633-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

372_Silver Lake_ESSER II Plan_0520



wnKQokBA

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 | Silver Lake Schools

Applicant / Mailing Address

| 200 Rice Road
| Silver Lake, KS 66539

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

Applicant / Email Address of Owner, CEO, or Executive Director | bwomack@silverlakeschools.org

Applicant / Phone Number | 7855824026

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 | Silver Lake

District Number | 372

Mailing Address Street Address	200 Rice Road, PO Box 39
Mailing Address City	Silver Lake
Mailing Address Zip Code	66539
Authorized Representative of the District Name	Tim Hallacy/Brad Womack
Authorized Representative of the District Position or Title	Superintendent/In-coming Superintendent
Authorized Representative of the District Email Address	bwomack@silverlakeschools.org
Authorized Representative of the District Phone Number	+17855824026
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lcampbell@silverlakeschools.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 incurred additional expenses to meet local health requirements that would allow for our students to return to campus and remain in in-person learning for the majority of the school year. Shawnee County had some of the most strict mitigation requirements in the state that Silver Lake was required to adhere to to keep our students on campus. Our students, however, on-campus, were subjected to constant mask wearing, social distancing, and other environmental changes that led to a larger than normal need for social-emotional supports. The financial impact on the district, thus far, has been around \$400,000, and we anticipate this dollar amount to increase as we continue to develop programs that will support our students' emotional and academic needs as well as our staff's professional learning and overall wellbeing.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and 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.

Silver Lake is seeking the funds to reimburse expenses used to support distance learning, transportation, sanitary environment, and other needs for our students during the current pandemic. Additionally, funds were used to provide additional resources to district counselors that enabled them to serve the social-emotional needs of our students. Funds were expended to maintain a data warehouse that pulls all available data on students into a central location.

Staff was provided additional hardware and software resources and remote-learning training that allowed for them to start and maintain a hybrid learning environment throughout the school term.

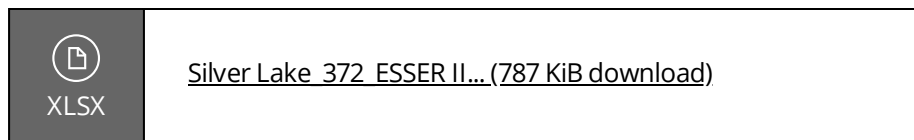
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The majority of these requests are coming after the fact. The impact on the students was that Silver Lake was able to remain in in-person learning and serve approximately 96% of our student body in a mostly normal school year. These expenses put an additional hardship on our overall budget that limited our ability to provide other opportunities for students and professional development for our faculty and staff. The other impact will be the continued use and refining of the things we learned relative to technology integration, distance learning, project-based learning, and competency-based instruction.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Tim Hallacy/Brad Womack

Date | 05/20/2021

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

USD	District Name	Data as of
372	Silver Lake S	June 16, 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
372-1-001-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Students were provided an enrichment opportunity to supplement the loss of various field trips and other classroom related activities surrounding financial literacy.	\$ 2,075	\$ 2,075	\$ -	\$ -	\$ -	61050	Per applicant direction, reduced the request by \$242.15. Per applicant, Students were provided an enrichment opportunity to supplement the loss of various field trips and other classroom related activities surrounding financial literacy. Due to the COVID pandemic we were not able to bring experts from the financial sector into the building, nor were we able to take our personal finance and entrepreneur students out to various institutions for first-hand experiences. In a normal year, these students would have had access to many of these experiences.
372-1-002-20210713	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Excelerate Chromebook rotation due to excessive use, loss, and damage to remote learning requirements.	\$ 62,897	\$ 62,897	\$ -	\$ -	\$ -	61100	Per applicant, Excelerate Chromebook rotation due to excessive use, loss, and damage due to required remote learning environment during the COVID pandemic.
372-1-003-20210713	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The software necessary to get the Chromebooks ready for student use.	\$ 7,088	\$ 7,088	\$ -	\$ -	\$ -	61100	

372-1-004-20210713	Eligible	Direct Allocation	Land Acquisition	Land and Improvement	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	Created an outdoor classroom environment necessary to create additional space and ventilation allowing for a safer learning environment for students.	\$ 10,840	\$ 10,840	\$ -	\$ -	\$ -	25550	
372-1-005-20210713	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Additional Chromebooks necessary for kindergarten students to allow for remote learning to take place.	\$ 16,518	\$ 16,518	\$ -	\$ -	\$ -	25690	
372-1-006-20210713	Eligible	Direct Allocation	Building Improvements	Property	13. School facility repairs and improvements to enable operation of schools to	Upgrade HVAC system by installing Plasma Pure Air Purification System, which improved air filtration system in all buildings.	\$ 33,624	\$ 33,624	\$ -	\$ -	\$ -	25700	Allowable if CDC guidelines are met
372-1-007-20210713	Eligible	Direct Allocation	Building Improvements	Property	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental	Installed a dutch double door to health room to limit direct traffic and mixing of students who were there to receive medication vs. those who were ill or showing symptoms of COVID-19.	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	25700	

372-1-008-20210713	Eligible	Direct Allocation	Support Services - General Administration	Property	3. Providing principals and other school leaders with resources to address individual school needs	Upgrade of technology for the administrative team necessary for attendance in virtual meetings related to all aspects of managing a more remote environment due to the COVID-19 pandemic.	\$ 12,632	\$ 12,632	\$ -	\$ -	\$ -	25720	
372-1-009-20210713	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	Purchase of a washing machine to facilitate the additional load of rags, towels, aprons, etc. required to maintain a cleaner environment.	\$ 629	\$ 629	\$ -	\$ -	\$ -	25760	
372-1-010-20210713	Eligible	Direct Allocation	Central Services	Property	3. Providing principals and other school leaders with resources to address individual school needs	District office upgrade of hardware to better participate in virtual meetings as well as being able to conduct district business remotely and remain functional during isolations and quarantines.	\$ 4,158	\$ 4,158	\$ -	\$ -	\$ -	25860	

372-2-001-20210713	Eligible	True Up Allocation	Student Transportation	Property	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Bus capacity was limited by our county health department to 40% of our normal capacity. We did not have enough route busses to complete our required routes. We had to purchase an additional bus to have enough capacity to transport all students who needed transportation to school. We are seeking one year of depreciation cost as reimbursement for this expense (\$60,500.00).	\$ 7,550	\$ 7,550	\$ -	\$ -	\$ -	25870	Per applicant direction, reduced the request by \$12.83. Per applicant, the request should be a request for reimbursement of partial cost and not a request for depreciation cost.
372-2-002-20210713	Eligible	True Up Allocation	Operation & Maintenance of Plant	Custodial Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school	We had to sub-contract our custodial services for a period of time due to entire custodial staff being quarantined.	\$ 2,830	\$ 2,830	\$ -	\$ -	\$ -	47470	
372-2-003-20210713	Eligible	True Up Allocation	Operation & Maintenance of Plant	Custodial Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional cleaning services were required above and beyond our normal cleaning protocols.	\$ 5,440	\$ 5,440	\$ -	\$ -	\$ -	47470	
372-2-004-20210713	Eligible	True Up Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Purchased a data warehouse, EduClimber, capable of pulling all data related to students' academic, social-emotional, attendance, and other support needs. Additionally, it allows for teachers to track classroom level data on individual student related to their growth and needs.	\$ 9,727	\$ 9,727	\$ -	\$ -	\$ -	47280	

372-2-005-20210713	Eligible	True Up Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased WeVideo to allow for students to be able to create projects while working remotely, in the hybrid setting, as well as on campus. The students were able to collaborate in a more distant environment.	\$ 2,594	\$ 2,594	\$ -	\$ -	\$ -	47280	Per narrative, Silver Lake is seeking the funds to reimburse expenses used to support distance learning, transportation, sanitary environment, and other needs for our students during the current pandemic. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning need
372-2-006-20210713	Eligible	True Up Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased the SMART Learning Suite licenses to allow for teachers to be able to engage students both remote and in-person at a higher level.	\$ 866	\$ 866	\$ -	\$ -	\$ -	47280	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 need
372-2-007-20210713	Eligible	True Up Allocation	Support Services - Instruction	Supplies & Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase of VARIQUEST ink sets to be able to drastically increase our ability to create the necessary signage to inform, warn, and remind all people coming to the building of the necessary protocols during the COVID-19 pandemic.	\$ 990	\$ 990	\$ -	\$ -	\$ -	47290	

372-2-008-20210713	Eligible	True Up Allocation	Support Services - School Administration	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase hotspots and associated services necessary to allow for students who do not have internet access to fully participate in the remote learning setting.	\$ 782	\$ 782	\$ -	\$ -	\$ -	47360	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 need
372-2-009-20210713	Eligible	True Up Allocation	Support Services (Students)	Supplies & Materials	5. Procedures and systems to improve LEA preparedness and response efforts	The SNAP platform allowed for our nursing staff to track, communicate district-wide, and work remotely in order to meet the needs of all students and families who were in quarantine, isolation, as well as those attending on campus.	\$ 1,560	\$ 1,560	\$ -	\$ -	\$ -	47382	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 need
372-2-010-20210713	Eligible	True Up Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replacing all HVAC filter with higher rated filters to allow for better air quality.	\$ 2,137	\$ 2,137	\$ -	\$ -	\$ -	47480	Allowable if CDC guidelines are met

372-2-011-20210713	Eligible	True Up Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	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	Installed a drinking water bottle filler for student use. This filler allowed for students to get drinking water throughout the day since the water fountains were turned off due to COVID-19.	\$ 1,038	\$ 1,038	\$ -	\$ -	\$ -	4748H	
372-2-012-20210713	Eligible	True Up Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of a chromebook cart to allow for storage and charging of the kindergarten chromebooks.	\$ 1,650	\$ 1,650	\$ -	\$ -	\$ -	47610	
372-2-013-20210713	Eligible	True Up Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of a virtual revision assistant for students due to not being able conduct in-person peer edits on various projects. This will serve all students in grades 6-11 as they continue to learn and communicate in the virtual world. This is an addition to our ELA curriculum due to the limitations of COVID-19.	\$ 11,550	\$ 11,550	\$ -	\$ -	\$ -	47320	
372-2-014-20210713	Eligible	True Up Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	Professional development necessary for ELA staff in grades 6-11 to implement the virtual revision assistant.	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	47320	

Kansas CommonApp (2020)

1674-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

Eureka



njjMJldn

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 | Tammi Burtin

Applicant / Mailing Address

| 216 N Main St
| Eureka KS 67045

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

Applicant / Email Address of Owner, CEO, or Executive Director | tburtin@eurekausd389.net

Applicant / Phone Number | 6205835588

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) | 480698440

Applicant / Website Address (if applicable) | <https://www.usd389.net/>

Fiscal Agent / Name (if applicable) | Tammi Burtin

Fiscal Agent / Email (if applicable) | tburtin@eurekausd389.net

Fiscal Agent / Mailing Address (if applicable)

216 N Main St
Eureka KS 67045

Application details

Full District Name	Eureka
District Number	389
Mailing Address Street Address	216 N Main
Mailing Address Street Address	216 N Main
Mailing Address City	Eureka
Mailing Address Zip Code	67045
Authorized Representative of the District Name	Scott Hoyt
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	shoyt@eurekausd389.net
Authorized Representative of the District Phone Number	+16205835588
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	tburtin@eurekausd389.net

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

We have a high percentage of low socioeconomic students and families, with our percentage being at 65%. Due to COVID-19 and the resulting pandemic, our district has seen a dramatic decrease in social-emotional connections and academic performance. Our elementary counselor saw a total of 42 students which is twice as many as the previous year's 19 students. Our 7th - 12th grade counselors saw 21 students this year with suicidal thoughts that needed additional therapy services and supports. This student number is three times as much as previous years with the highest number of 7 in that time frame. This year, we increased our attendance capacity and support for summer school to meet more academic and social emotional needs of our students. This year we are servicing 127 students in our Kindergarten through 6th grade summer school program compared to an average of 32 students in previous years. This year, we had twice as many students fail in their weekly classroom performance. We had an average of 38 students on the ineligible failing list for 7th - 12th grades and last year the average was 19 students. This year our math and reading state assessment scores in 3rd - 10th grade went down

from the last time we gave the state assessment in 2018-2019. In 3rd -10th grade our reading scores we went from an average of 290 in 2019 to 289 in 2021. In 3rd – 10th grade our math scores went down in average from 286 in 2019 to 285 in 2021.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

We have implemented a 2-year math teaching position to assist with the student/teacher ratios and also enhance math opportunities for our students. This will help to minimize the impact of learning loss due to the COVID-19 pandemic. The district will also be upgrading teacher and student technology capabilities to allow compatibility between all devices. As such, the district will have one full-time Technology Assistant on staff to support students, teachers, and families. The district has also increased student contact days for the upcoming year to allow for additional social-emotional and academic opportunities for all students. We have also opened summer school to allow all students to attend. We have also created evening activity times for all students to allow additional social-emotional contact and engagement times. The district has purchased a new science series with online capabilities for teaching outside of the classroom if needed. Lastly, the district has purchased iWave Air Purifiers for all buildings. These will help improve air quality for all students and staff in the district.

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 by reviewing our student academic data and social-emotional needs of our students. We will continue to closely monitor the social-emotional needs of our students; as we track the counselor documentation, student visits, and additional therapy needed. Each year we will review the number of students needing and meeting academic or social emotional requirements for summer school services. We will also review the weekly student eligibility list for 7th-12th grade students to monitor the number of students who are ineligible. With the ability to provide technology access and training for every student and teacher, we will also document to ensure there is fluid instruction and increased academic student performance. State Assessments and Aimsweb Plus student data will also be reviewed to ensure students are making progress and making classroom progress within their academic areas. We will continue to look at our yearly progress within these areas.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature | Scott Hoyt

Date | 06/15/2021

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

USD	District Name	Data as of
389	Eureka	June 21, 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
389-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Technology assistant to support upgrading technology and compatibility between all devices to address learning loss.	\$ 35,200	\$ -	\$ 35,200	\$ -	\$ -	36320	Per applicant, "The district will also be upgrading teacher and student technology capabilities to allow compatibility between all devices. As such, the district will have one full-time Technology Assistant on staff to support students, teachers, and families."
389-1-002-20210713	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Upgrading teacher and student technology capabilities to allow compatibility between all devices in order to address learning loss.	\$ 133,644	\$ -	\$ 133,644	\$ -	\$ -	36310	The district will be upgrading teacher and student technology capabilities to allow compatibility between all devices to help with the learning loss from COVID-19.

389-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	math teaching position to assist with the student/teacher ratios and also enhance math opportunities for our students. This will help to minimize the impact of learning loss due to the COVID-19 pandemic.	\$ 89,000	\$ -	\$ 44,500	\$ 44,500	\$ -	32300	We have implemented a 2-year math teaching position to assist with the student/teacher ratios and also enhance math opportunities for our students. This will help to minimize the impact of learning loss due to the COVID-19 pandemic.
389-1-004-20210713	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	iWave Air Purifiers for all buildings. These will help improve air quality for all students and staff in the district.	\$ 83,014	\$ -	\$ 83,014	\$ -	\$ -	32310	The district has purchased iWave Air Purifiers for all buildings. These will purify the air and improve air quality for all students and staff in the district to reduce the spread of bacteria. Allowable if CDC guidelines are met.
389-1-005-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	increased student contact days for the upcoming year to allow for additional social-emotional and academic opportunities for all students.	\$ 62,100	\$ -	\$ 62,100	\$ -	\$ -	36320	The district has also increased student contact days for the upcoming year to allow for additional social-emotional and academic opportunities for all students

389-1-006-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	summer school	\$ 72,129	\$ -	\$ 72,129	\$ -	\$ -	36320	Per applicant direction, expenditure adjusted down from \$132,500 to \$72,129. We have also opened summer school to allow all students to attend to maintain the learning loss students had from the closing of schools due to COVID-19 last year.
389-1-007-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After school opportunities for all students to allow additional social-emotional contact and engagement times.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	36320	Per applicant direction, \$15,000 expenditure for SFY2023 reduced to \$0. We have also opened summer school to allow all students to attend to maintain the learning loss students had from the closing of schools due to COVID-19 last year.
389-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Online textbooks.	\$ 38,658	\$ -	\$ 38,658	\$ -	\$ -	36300	Per narrative, The district has purchased a new science series with online capabilities for teaching outside of the classroom. This year we are servicing 127 students in our Kindergarten through 6th grade summer school program compared to an average of 32 students in previous years.

Kansas CommonApp (2020)

1050-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



LOKvBdnL

392_Osborne_ESSER II Plan_0324

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 | USD392

Applicant / Mailing Address

| 234 W. Washington St.

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

Applicant / Email Address of Owner, CEO, or Executive Director | tlangdon@usd392.com

Applicant / Phone Number | 7853462145

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 | Osborne

District Number | 392

Mailing Address | Street Address | 234 W. Washington St.

Mailing Address City	Osborne
Mailing Address Zip Code	67473
Authorized Representative of the District Name	Troy L. Langdon
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	tlangdon@usd392.com
Authorized Representative of the District Phone Number	+17853462145
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	kgrabast@usd392.com
Other District Representative 2 Email Address	tconway@usd392.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.

Our students have had a noticeable reduction in their scores, along with their social and emotional well being has also been in question. We are truly working on development of our curriculum and getting resources that can hopefully close the learning loss of our students. The addition of our summer reading program and instilling in this many avenues for growth along with many STEM activities is going to help. We want it to be educational and fun at the same time. Our next focus is going to be the social and emotional well being of our students and staff. Our staff has made great contributions to the success of all our students and the stress level is noticeable.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

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

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

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

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

We are going to begin our focus on closing the learning lost due to Covid-19 with activities that will directly impact our students. First summer reading, STEM activities, we will purchase curriculum to enhance our endeavors. Individual tutoring has also been set up for students with specific needs at the school. We will provide resources individualized computers for our students and make sure our network and system can with stand the added utilization of our system. We will instill

resources to help clean and maintain a safe environment for our students. We will utilize our resources to pay for extra responsibilities put on our total staff, along with any additional staff or support we may need.

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

We will monitor student progress through individual testing, standardized test and monitor social emotional behavior and actions in and out of the classroom. This is documented in our live school programming along with our SIS system. We will maintain records for utilization in all our PLC's and focus on the facts and what the data is telling us and what direction we need to go. The data will also aid in our SAT team discussion and help with specific guidelines we may need to instill to help our students.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Troy L. Langdon

Date | 05/26/2021

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

USD	District Name	Data as of
392	Osborne County	June 16, 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
392-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The need to provide students not only added curriculum to help fill gaps during the pandemic but also inable social emotional growth with their peers. Currently we have 40 students signed up to take advantage of this with 1certified instructor and 2 para's. We want our summer program to be educational as well as fun and enjoyable. . It is scheduled for 7 days in June and 8 days in July.	\$ 60,044	\$ 3,044	\$ 19,000	\$ 19,000	\$ 19,000	07-1000-120-002	Applicant responded: Currently we have 40 students signed up to take advantage of this with 1certified instructor and 2 para's. We want our summer program to be educational as well as fun and enjoyable. It is scheduled for 7 days in June and 8 days in July.

392-1-002-20210713	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of technology to maintain the focus on providing students the highest level of education during difficult times where distant learning was a true need. During Covid-19 we had a large number of our devices get extreme use and currently are not usable in the classroom. We are needing approximately, 200 new devices. We also need to upgrade our server to handle the extreme use this online direction has added to our system. Our enrollment has remained consistent and actually increased a small amount also taxing our supplies.	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	07-1000-730-002	Applicant responded: During Covid-19 we had a large number of our devices get extreme use and currently are not usable in the classroom. We are needing approximately, 200 new devices. We also need to upgrade our server to handle the extreme use this online direction has added to our system. Our enrollment has remained consistent and actually increased a small amount also taxing our supplies.
392-1-003-20210713	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	3. Providing principals and other school leaders with resources to address individual school needs	Addition of curriculum, materials needed for learning loss during the Covid outbreak, resources that can provide direct assistants to the staff. We are purchasing material and curriculum to help with our SEL as well to maintain a positive healthy environment. Online programs will be purchased that enable the use of student computers for work at home. This provides a smooth transition from home to school.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	07-1000-680-002	Applicant responded: We are purchasing material and curriculum to help with our SEL as well to maintain a positive healthy environment. Online programs will be purchased that enable the use of student computers for work at home. This provides a smooth transition from home to school.

392-1-004-20210713	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Installation of air purifiers and filters for HVAC system	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	07-2600-730-002	Allowable if CDC guidelines are met
392-1-005-20210713	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of cleaning supplies to maintain a healthy environment. We have purchased Husky 824 for our electromagnetic sprayers, envirox, rejuvinal and have also purchased new vacuums with HEPA filters. We have doubled if not tripled the cleaning requirements and needs due to Covid-19. Supplies go quick and the need to have enough on hand has increased.	\$ 6,000	\$ -	\$ 3,000	\$ 1,500	\$ 1,500	07-2600-618-002	Applicant responded: We have purchased Husky 824 for our electromagnetic sprayers, envirox, rejuvinal and have also purchased new vacuums with HEPA filters. We have doubled if not tripled the cleaning requirements and needs due to Covid-19. Supplies go quick and the need to have enough on hand has increased.
392-1-006-20210713	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Temporary Salaries for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Salary expenses due to the increase amount of cleaning and disinfecting. The loss of a custodian has increased this need.	\$ 34,000	\$ 3,000	\$ 11,000	\$ 11,000	\$ 9,000	07-2600-125-002	

392-1-007-20210713	Eligible	Direct Allocation	Support Services (General Administration)	Unused Sick Leave for Non-Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Salary compensation for extensive work and dedication for. Continue growth and education of the students. Developing new protocols and strategies to continually provide a quality education to our staff as well as focus on learning loss during the Covid-19 pandemic of our students.	\$ 73,000	\$ -	\$ 25,000	\$ 24,000	\$ 24,000	07-2300-124-002	
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Kansas CommonApp (2020)

1639-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

408



nAaYkApn

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 | Marion-Florence

Applicant / Mailing Address

101 North Thorp
Marion, KS
66861

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

Applicant / Email Address of Owner, CEO, or Executive Director | hombuaar@usd408.com

Applicant / Phone Number | 6203822117

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 | Marion-Florence

District Number | 408

Mailing Address Street Address	101 N. Thorp Street
Mailing Address City	Marion, KS
Mailing Address Zip Code	66861
Authorized Representative of the District Name	Aaron Homburg
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	hombuaar@usd408.com
Authorized Representative of the District Phone Number	+16203822117
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 affected us all this past year. From our staff to our students no one is immune from this pandemic we have been living this year. From our nine months back in school we have found that the social emotional effects are going to be one we need to prioritize over the coming months. We are looking at screeners as well as curriculum to help both staff and students through this difficult time.

Learning loss is also evident and we are working to ensure we have curricular help in place for all students. We have come up with a plan by visiting and meeting with all stakeholders to ensure we are not leaving any stone unturned. This is a historic time we are living in and it is imperative that we do historically great things for both staff, students, and community.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

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

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

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

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

Covid-19 has affected us all world-wide and USD #408 is no different. Our plan is continually changing and we have spent a lot of time disseminating our data as well as listening to all of our stakeholders to use our funds to help in the most efficient and equitable way. Our plan is as follows:

Learning loss during the pandemic is a huge concern. We are going to hire an additional staff member to place into our largest class in the district. This will allow us to spread out more throughout our building as well as address the learning lost this past year.

We are going to purchase curriculum to help all learners in the district. This curriculum is going to contain social/emotional supports and screeners to hopefully identify students that are in need of further help.

Summer academies will be in place to help enhance learning. We have one in place for this summer and hope to have others in place for the next few summers. Academies are available to all students and will cover a variety of subjects and topics. Educational technology will also be purchased as part of our plan. Laptops as well as chrome books will be purchased for both students and teachers. Increased broadband may also need to be attained for folks in certain areas of the county. These additional items will help us stay connected if we face days away from each other as we have this past year.

Indoor air quality will also be needed in a couple of our facilities. We will use funds to help upgrade air filtration and HVAC systems in our middle and elementary schools. This will improve air flow and quality of air in those buildings. Air quality is paramount in today's age of institutional learning.

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

We have screeners in place as well as we are looking at several to purchase for this next year. We are concentrating on social emotional well-being of both students and staff. A couple of the screeners we are looking at will help us keep up to date on how our students as well as our staff are feeling at any point during the school year.

Testing will also be in place for students to test knowledge gained and or lost during a specific time. This will help us place students into classes and levels that will help them the most during the academic 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 II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Aaron Homburg

Date | 05/24/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
408	Marion-Florence	June 14th

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
408-1-001-20210713	Eligible	Direct Allocation	Central Services	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	laptops for school	\$ 62,786	\$ 62,786	\$ -	\$ -	\$ -	2	CommonApp: Laptops as well as chrome books will be purchased for both students and teachers. Increased broadband may also need to be attained for folks in certain areas of the county. These additional items will help us stay connected if we face days away from each other as we have this past year.
408-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	adding a new teacher position	\$ 45,758	\$ 45,758	\$ -	\$ -	\$ -	1	CommonApp: We are going to hire an additional staff member to place into our largest class in the district. This will allow us to spread out more throughout our building as well as address the learning lost this past year.
408-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	summer academies and professional development	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	1	
408-1-004-20210713	Eligible	Direct Allocation	Central Services	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New HVAC System in MES and MMS buildings	\$ 151,374	\$ 151,374	\$ -	\$ -	\$ -	2	CommonApp: We will use funds to help upgrade air filtration and HVAC systems in our middle and elementary schools. This will improve air flow and quality of air in those buildings. Air quality is paramount in today's age of institutional learning. Allowable if CDC guidelines are met

Kansas CommonApp (2020)

1284-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ORoXvvoW

412_Hoxie Community Schools_ESSER II Plan_0520

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Hoxie Community Schools/USD 412
Applicant / Mailing Address	
	1100 Queen Avenue
	PO Box 348
	Hoxie, KS 67740
Applicant / First and Last Name of Owner, CEO, or Executive Director	Mandy Shipley
Applicant / Email Address of Owner, CEO, or Executive Director	acctspayable@hoxie.org
Applicant / Phone Number	785-675-3258

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)	48-0724956
Applicant / Website Address (if applicable)	www.hoxie.org
Applicant / Mission Statement (if applicable)	


The staff, students, and community of USD 412 share responsibility in attaining appropriate education to live, learn, and work in an international society.

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

 PDF	USD 412 W9.pdf (66 KiB download)
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Applicant / Board Member List (if applicable)

 PDF	2020-21 BOE LIST.pdf (142 KiB download)
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Application details

Full District Name	Hoxie Community Schools
District Number	412
Mailing Address Street Address	1100 Queen Ave.
Mailing Address City	Hoxie
Mailing Address Zip Code	67740
Authorized Representative of the District Name	Mandy Shipley
Authorized Representative of the District Position or Title	Board Clerk/District Secretary
Authorized Representative of the District Email Address	mshipley@hoxie.org
Authorized Representative of the District Phone Number	+17856753258
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mshipley@hoxie.org
Other District Representative 2 Email Address	crobinson@hoxie.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.

Impacts on learning: Prior to COVID using our MAP data we had 139 students that were non-proficient math (39.6%) and 114 students non-proficient in reading (32.48%) After COVID impact we started this year with 161 students (45.35%) in math and 132 (37.18%) in reading. This was a loss of 22 students in math which is 6% of the tested population and 18 students in reading which is 5%. More alarming was the overall losses across all students with an average loss of RIT scores drop of nearly half a grade level in both math and reading when comparing last year's scores to the start of this year.

Impact of Social-Emotional: This is of course hard to measure. How do you put measurement and students missing key non-academic educational experiences that they can never get back? Proms, promotions, sports seasons, field trips, time with friends, and countless other events. As we remind ourselves each year, this might be my 20th year doing an event, but it is the first and only year for my students to do this event. That was taken from them. While we were able to have school this issue persisted throughout this year with many limitations for our students. Finally, it will be hard, if not impossible to measure the damage done from the trauma and fear that this caused. Those are impacts we will see long into the future. For all stakeholders and across all populations. kids and staff have been living with uncertainty.

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.).
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- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The best way to address COVID's impact on our community was to have school this year. This would not have been possible without a staff willing to come to work, knowing it's best for the kids. Of the 57 full-time staff and 85 total staff, we did not have a single person who did not choose to come to work this year even though there was a great deal of fear of the unknown. That meant adding 2.3% to the school's length, committing about 1/2 of our PDC time to COVID training, planning and pivoting and countless added hours in cleaning, prepping lessons on multiple platforms, and other worries too numerous to count. We will pay our staff for the unpaid added time and effort for the school year. We stayed open all year, and the staff worked a lot of unpaid hours.

We will use funds to update bathrooms and water fountains. This will include touchless fixtures, easier-to-clean surfaces, and adding additional bathrooms within the district to provide more access.

We will also use this money to support learning technologies over the next 3 years. We found that our current technology was not robust enough to meet the needs of learners fully. This will allow us the ability to upgrade both our devices and learning platforms.

Finally, and this may be one of the most important uses of these funds, we will be employing a Mental Health Professional, at no cost to parents, to be available to the students of our schools, who have very likely suffered the most from this pandemic. This professional will ease the burden created by this pandemic on our teachers, who already take on the role of parents and caregivers, by giving the students another outlet and free professional help.

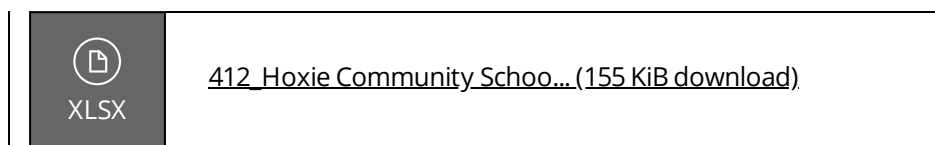
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Not applicable

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Mandy Shipley

Date | 05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
412	Hoxie Community Sch	June 14th

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
412-1-001-20210713	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	District Bathroom remodel expenditures - create and update existing bathroom facilities to better support student health needs. We will be upgrading to touchless fixtures and creating more space in our high frequency bathrooms to allow for more social distancing. We are also adding single person bathroom stalls in the upper level of our high school, to accommodate students and staff in those areas. This will reduce the use of high frequency bathrooms on our lower level.	\$ 62,098	\$ 10,101	\$ 51,997	\$ -	\$ -	77605	

412-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend (certified Staff) for added school days created by adding 10 minutes to the school day all year to allow for possible closures related to COVID. The district only used 3 of the 20 added days, so we paid our staff for the added days, rather than closing the school 17 days early. Our philosophy is and always has been that it's better for the kids to be IN school as much as possible and we were able to successfully do just that. Our staff knew they were taking unforeseeable risks this school year, especially by being open and in school all year, but they still showed up, and never once faltered, even with no mask mandate by the county health and school district the entire year. The entire year could be quantified as hazard pay, but we felt it appropriate to pay them for the part that was not part of their contract when we added the minutes.	\$ 61,692	\$ 61,692	\$ -	\$ -	\$ -	77610	Already paid out (phone call 6/1/21)
412-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend (classified Staff) for added school days created by adding 10 minutes to the school day all year to allow for possible closures related to COVID. The district only used 3 of the 20 added days, so we paid our staff hazard pay for added days, rather than closing the school 17 days early. Our philosophy is and always has been that it's better for the kids to be IN school as much as possible and we were able to successfully do just that. Our staff knew they were taking unforeseeable risks this school year, especially by being open and in school all year, but they still showed up, and never once faltered, even with no mask mandate by the county health and school district the entire year. The entire year could be quantified as hazard pay, but we felt it appropriate to pay them for the part that was not part of their work agreement/contract when we added the minutes.	\$ 37,744	\$ 37,744	\$ -	\$ -	\$ -	77615	Already paid out (phone call 6/1/21)

412-1-004-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA associated with Hazard Pay for Certified and Non-Certified staff	\$ 7,607	\$ 7,607	\$ -	\$ -	\$ -	77620	
412-1-005-20210713	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Educational technology (device) purchases for students in grades K-12 that will allow students to continue one-to-one technology use, which aids in reducing transmission of viruses and other illnesses by reducing the high touch needs of computer labs and shared devices	\$ 68,609	\$ -	\$ 68,609	\$ -	\$ -	77630	To address learning loss caused by Covid (Phone call 6/1/21)

412-1-006-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Mental Health salary for a professional to be available for all students ages K-12 provided by the school at no cost to parents. COVID 19 created a laundry list of mental health problems for everyone, but the hardest hit were students. This being already on top of preexisting issues. Our plan is to continue using ESSER funds to make this available. SFY 2022, 2023, and 2024 will be funded with ESSER 3 money if and when available.	\$ 26,500	\$ -	\$ 26,500	\$ -	\$ -	77635	To address social emotional concerns (Phone Call 6/1/21)
412-1-007-20210713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	FICA associated with providing a mental health professional to students at no cost to the parents to help the exponentially growing need for support in this time of crisis.	\$ 2,027	\$ -	\$ 2,027	\$ -	\$ -	77640	

Kansas CommonApp (2020)

1296-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XWEaJoJP

418_McPherson_ESSER II Plan_0531

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | McPherson USD 418

Applicant / Mailing Address

514 N Main St
McPherson, KS 67460

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kirby Fadenrecht

Applicant / Email Address of Owner, CEO, or Executive Director | kirby.fadenrecht@mcpherson.com

Applicant / Phone Number | 6202419400

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | McPherson Unified School District

District Number | 418

Mailing Address Street Address	514 North Main St
Mailing Address City	McPherson
Mailing Address Zip Code	67460
Authorized Representative of the District Name	Shiloh Vincent
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	shiloh.vincent@mcpherson.com
Authorized Representative of the District Phone Number	+16202419400
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jason.mcafee@mcpherson.com
Other District Representative 2 Email Address	kirby.fadenrecht@mcpherson.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The COVID-19 pandemic – with the school closure in Spring 2020 and the unique challenges during the 2020-21 school year – contributed to learning loss for students in USD418. Universal screener data for K-5 students showed the greatest decline occurred in the lower elementary grades (K-3) with 1st graders being impacted the most. At the secondary level (6 – 12), course failure rate during SY2020-21 was twice as high as previous years. At the high school level, this has resulted in more students who are at risk for not graduating from high school. A final impact of the pandemic is the increase in mental health concerns and social-emotional learning needs. Students, teachers, counselors, and administrators have reported more struggles with SEL this year, along with increased anxiety and stress. This will need to be a priority as we transition into the school years ahead.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | 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.

At the time of submission, remaining ESSER I funds will be used for final payments on hotspots and technology associated with distance 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 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The pandemic highlighted the importance of the following key areas, all of which we will devote ESSER II allocations to in the school year ahead: First, we need strong Tier I, II, and III resources for students - This need was exacerbated as a result of the pandemic, so we are taking steps to improve in this area. Second, multi-tiered systems of support - The pandemic highlighted the need for interventions support for students across our system, and our ESSER II allocations will be directed to improve in this area. Third, professional development associated with supporting students and staff with social emotional learning needs - The pandemic has resulted in increased struggles with anxiety and stress, and ESSER II funds will be devoted to train staff in better supporting students. Fourth, we need additional at-risk support at the secondary level - We saw a significant increase in course failures at the secondary level, so we will allocate funds toward credit recovery, summer school, and at-risk programming in the school year(s) ahead. Lastly, professional development in high-impact instructional strategies - We saw in walkthrough data that we need additional training on high-yield instructional strategies.

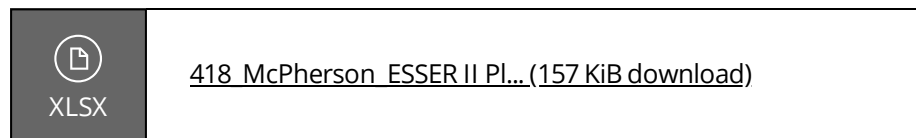
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to monitor universal screener data (i.e. FastBridge results) for reading, math, and SEL, as well as state assessments. This information will allow us to track the progress of our students on academic and social-emotional gains, and ultimately influence the intervention supports we are providing students across the district.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Shiloh J.D. Vincent

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
418	McPherson	June 16, 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
418-1-001-20210713	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New ELA curriculum at the secondary level for core instruction and Tier II & III support	\$ 113,822	\$ 113,822	\$ -	\$ -	\$ -	1-07-01000-644-012-1000	
418-1-002-20210713	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New ELA and updated SEL curriculum at middle school level to improve core instruction and Tier II & III support in these areas	\$ 81,101	\$ 81,101	\$ -	\$ -	\$ -	1-07-01000-644-012-2000	
418-1-003-20210713	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-4000	
418-1-004-20210713	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-5000	

418-1-005-20210713	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-6000
418-1-006-20210713	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated SEL curriculum at elementary level to improve core instruction and Tier II & III support in this area	\$ 4,819	\$ 4,819	\$ -	\$ -	\$ -	1-07-01000-644-012-7000
418-1-007-20210713	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Updated personalized learning software to support individual student needs and learning gaps	\$ 37,938	\$ 37,938	\$ -	\$ -	\$ -	1-07-01000-653-012-8000
418-1-008-20210713	Eligible	Direct Allocation	Improvement of Instruction Services	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 8,800	\$ 8,800	\$ -	\$ -	\$ -	1-07-02210-314-012-8000
418-1-009-20210713	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 24,827	\$ 24,827	\$ -	\$ -	\$ -	1-07-02210-119-012-8000

418-1-010-20210713	Eligible	Direct Allocation	Improvement of Instruction Services	Other Rentals or Lease Services	12. Addressing learning loss among students, including vulnerable populations	Venue rental for summer professional development activities (to ensure social distancing can be achieved)	\$ 550	\$ 550	\$ -	\$ -	\$ -	1-07-02210-449-012-8000	
418-1-011-20210713	Eligible	Direct Allocation	Improvement of Instruction Services	EMPLOYEE BENEFITS	12. Addressing learning loss among students, including vulnerable populations	Payroll taxes associated with teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 1,693	\$ 1,693	\$ -	\$ -	\$ -	1-07-02210-220-012-8000	
418-1-012-20210713	Eligible	Direct Allocation	Improvement of Instruction Services	EMPLOYEE BENEFITS	12. Addressing learning loss among students, including vulnerable populations	Payroll/benefits associated with teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps	\$ 111	\$ 111	\$ -	\$ -	\$ -	1-07-02210-290-012-8000	
418-1-013-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified teacher compensation for K-12 summer school program (Summer 2021)	\$ 120,776	\$ 120,776	\$ -	\$ -	\$ -	1-07-01000-119-012-8340	Staff and program information requested; Applicant responded via email (6/4/21: Est. certified staff = 41; Est. Student numbers - High School = 40; Middle School = 70; Elem = 130; Est. Total = 240; Elementary - 6/7-10 and 6/14-17 (8 days); MHS/MMS - 6/1-4 and 6/7-10 (8 days)
418-1-014-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified staff compensation for K-12 summer school program (Summer 2021)	\$ 11,789	\$ 11,789	\$ -	\$ -	\$ -	1-07-01000-129-012-8340	Staff information requested; Applicant responded via email: Est. classified staff = 13

418-1-015-20210713	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	11A. Planning and implementing summer learning or enrichment programs	Payroll taxes for certified teacher compensation for K-12 summer school program (Summer 2021)	\$ 10,141	\$ 10,141	\$ -	\$ -	\$ -	1-07-01000-220-012-8340	
418-1-016-20210713	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	11A. Planning and implementing summer learning or enrichment programs	Payroll/benefits for classified staff compensation for K-12 summer school program (Summer 2021)	\$ 663	\$ 663	\$ -	\$ -	\$ -	1-07-01000-290-012-8340	

Kansas CommonApp (2020)

1669-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zKEBkBJ

426 Pike Valley ESSER 11 Plan 06-11-21

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Pike Valley

Applicant / Mailing Address

| 101 School Street
| Scandia, Kansas 66966

Applicant / First and Last Name of Owner, CEO, or Executive Director | Steve Joonas, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | steve.joonas@pikevalley.com

Applicant / Phone Number | 7856321143

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480724231

Applicant / Website Address (if applicable) | 101 School Street

Application details

Full District Name		Pike Valley
District Number		426
Mailing Address Street Address		101 School Street
Mailing Address City		PO BOX 291 Scandia
Mailing Address Zip Code		66966
Authorized Representative of the District Name		Steve Joonas
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		steve.joonas@pikevalley.com
Authorized Representative of the District Phone Number		+17853352206
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		lori.carlgren@pikevalley.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have noticed some learning loss due to the ramifications of dealing with the pandemic. We were able to make some gains back during this past school year, but feel that summer camps will be a great way to keep students interested in learning and keep their minds engaged over the summer.

We also feel that the social/emotional piece of our students is suffering as well. Our overall plan will help focus on these two areas of need for our district.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

At this time, we are addressing one concern with requesting the funds to have our summer camps during the month of July. We will continue to plan on further usage of these funds as we move forward.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The impact of our summer camps will be assessed via our fall testing data. This should give us some direct data by comparing all students attending our summer camps with those that did not.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

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(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.

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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A State or a subgrantee shall directly administer or supervise the administration of each project.

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A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

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(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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(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

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.
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- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
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Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Steve Joonas

Date | 06/11/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
426	Pike Valley	June 16, 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
426-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified Salaries for Summer Camps to help with educational slide due to COVID	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	Per applicant, "We have set up 3 week long summer camps in July focused on reading and math skills across curriculums. We have 80 out of 150 students signed up to attend from grades K-8. These will be themed weeks on the following topics: Wild, Weird, and Wonderful, Full STEAM Ahead, and Sports Science. We plan to have 5 certified staff members and 2 classified staff. A snack will be provided daily and there are 3 educational field trips planned as well." Only if CDC guidelines are met.
426-1-002-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Certified FICA	\$ 750	\$ 750	\$ -	\$ -	\$ -	7	
426-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Classified Salaries for Summer Camps to help with educational slide due to COVID	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	
426-1-004-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Classified FICA	\$ 150	\$ 150	\$ -	\$ -	\$ -	7	

426-1-005-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salary	\$ 850	\$ 850	\$ -	\$ -	\$ -	7	
426-1-006-20210713	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Driver FICA	\$ 100	\$ 100	\$ -	\$ -	\$ -	7	
426-1-007-20210713	Eligible	Direct Allocation	Student Transportation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Fuel and Bus expenses	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	
426-1-008-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer Camp Supplies	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	7	

Kansas CommonApp (2020)

1676-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZdxmEobZ

428_Great Bend_ESSER II Plan_0616

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 #428 Great Bend

Applicant / Mailing Address

| 201 S Patton Rd
Great Bend, KS 67530

Applicant / First and Last Name of Owner, CEO, or Executive Director | Khris Thexton

Applicant / Email Address of Owner, CEO, or Executive Director | khris.thexton@usd428.net

Applicant / Phone Number | 620-793-1500

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) | 48-0721637

Application details

Full District Name | Great Bend

District Number		428
Mailing Address Street Address		.
Mailing Address Street Address		201 S Patton Rd
Mailing Address City		Great Bend
Mailing Address Zip Code		67530
Authorized Representative of the District Name		Khris Thexton
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		khris.thexton@usd428.net
Authorized Representative of the District Phone Number		+16207931500
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The largest impact on our students is seen most readily in our benchmark assessments for our Kindergarten to second grade students. The comparison from previous year assessments (Fall 2019 to fall 2020, winter 2019 to winter 2020) shows that students are significantly behind where they were in past years. There seems to be less reading and math lag in the 3rd through 12th grade students. However all students are showing significantly more social emotional needs than in previous years. And, it is our students from economically disadvantaged homes that show the most negative impact from COVID 19 and the quarantines and time away from school. Since our district is in the 70% range of Low SES, this pandemic has had a significant impact on our students and their families. The number of students who scored proficient in Reading for the EL and SPED subgroups decreased, while the number of students scoring in the lowest category increased. The number of students who scored proficient in Math for the EL and SPED subgroups showed very limited growth, while the number of students scoring in the lowest category decreased by a very small margin. Approximately 30% of USD 428 students who attended the GB Remote program for the 2020-21 school year were not successful; failing grades and limited participation.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II funds will be utilized to continue to address needs arising due to COVID-19. Current plans include providing stipends for duties performed by staff in response to the pandemic, providing additional training to staff regarding the social and emotional needs of our students, continuing to offer additional software and technology equipment due to new and different needs of staff and students, continuing an after school program focused on addressing additional needs of students due to school closure during the pandemic, and funding the addition of several staff to serve in capacities that have arisen due to COVID-19.

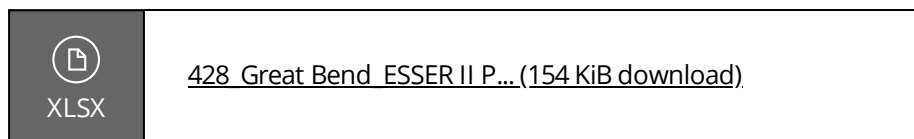
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The ongoing use of benchmark assessments track our students in their math and reading growth as well as their social emotional needs. We will use these measures as well as attendance, office discipline referrals, class grades and so on to determine the impact of the money spent to support teachers to support students, get additional technology, create additional time for instruction and create additional instructional programs for students. The impact of ESSER II allocations will be determined by following the quantitative data provided by the Fastbridge Benchmarking (academic & SEL), attendance, office referrals, and student grades. Qualitative data provided by Family Engagement coordinators, families, teachers, and other stakeholders will be used to determine impact, as well.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- 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:

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§200.302 Financial management.

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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 | Khris Thexton

Date | 06/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
428	Great Bend	June 22, 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
428-1-001-20210713	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipends will be paid for duties required of teachers beyond their contract.	\$ 350,000	\$ 350,000	\$ -	\$ -	\$ -	92 E 1000 151 0500 000	Per applicant, the district and teachers reached consensus agreement, documented, for work above and beyond the contract prior to work performance. 6-21 The applicant confirmed the agreement occurred beforehand. 6-22 Paid for the agreed upon work, and the request is for reimbursement.
428-1-018-20210713	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	Allocation of duties performed by classified staff related to COVID-19.	\$ 317,000	\$ 317,000	\$ -	\$ -	\$ -	92 E 2200 120 0500 000	See 428-1-001-20210713. 6-21: The applicant confirmed the agreement occurred beforehand. 6-22 Paid for the agreed upon work, and the request is for reimbursement.
428-1-002-20210713	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	An additional contract day will be added for teachers to receive training on addressing COVID-19 related needs of students.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	92 E 1000 100 0500 000	

428-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 150,000	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	92 E 1000 110 0500 000
428-1-004-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 105,000	\$ -	\$ 35,000	\$ 35,000	\$ 35,000	92 E 1000 120 0500 000
428-1-005-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipends will be paid for duties required of teachers beyond their contract.	\$ 26,775	\$ 26,775	\$ -	\$ -	\$ -	92 E 1000 220 0500 000
428-1-006-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	An additional contract day will be added for teachers to receive training on addressing COVID-19 related needs of students.	\$ 5,355	\$ -	\$ 5,355	\$ -	\$ -	92 E 1000 220 0500 000
428-1-007-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 19,509	\$ -	\$ 6,503	\$ 6,503	\$ 6,503	92 E 1000 220 0500 000

428-1-008-20210713	Eligible	Direct Allocation	Instruction	Retirement Appropriation	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 480	\$ -	\$ 160	\$ 160	\$ 160	92 E 1000 230 0500 000
428-1-009-20210713	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipends will be paid for duties required of teachers beyond their contract.	\$ 350	\$ 350	\$ -	\$ -	\$ -	92 E 1000 260 0500 000
428-1-010-20210713	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	An additional contract day will be added for teachers to receive training on addressing COVID-19 related needs of students.	\$ 70	\$ -	\$ 70	\$ -	\$ -	92 E 1000 260 0500 000
428-1-011-20210713	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	An after-school program was implemented to aid in learning loss caused by school closure during the COVID-19 pandemic.	\$ 255	\$ -	\$ 85	\$ 85	\$ 85	92 E 1000 260 0500 000

428-1-012-20210713	Eligible	Direct Allocation	Instruction	Other Purchased Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Training for teachers on addressing COVID-19 related needs of students.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	92 E 1000 500 0500 000	
428-1-013-20210713	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Several software licenses will be renewed to accommodate enhanced communication between students and teachers, and allow for remote learning if the need arises.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	92 E 1000 735 0500 000	Per applicant, the communication further allows staff and students to address COVID related learning loss.
428-1-014-20210713	Eligible	Direct Allocation	Health Services	Part-Time Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	An additional nurse will be hired to serve the district in response to increased demand due to the pandemic.	\$ 126,000	\$ -	\$ 42,000	\$ 42,000	\$ 42,000	92 E 2134 110 0530 000	
428-1-015-20210713	Eligible	Direct Allocation	Health Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	An additional nurse will be hired to serve the district in response to increased demand due to the pandemic.	\$ 9,639	\$ -	\$ 3,213	\$ 3,213	\$ 3,213	92 E 2134 220 0530 000	
428-1-016-20210713	Eligible	Direct Allocation	Health Services	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	An additional nurse will be hired to serve the district in response to increased demand due to the pandemic.	\$ 126	\$ -	\$ 42	\$ 42	\$ 42	92 E 2134 260 0530 000	

428-1-017-20210713	Eligible	Direct Allocation	Support Services - Instruction	Personal Services - 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	Seven positions will be added to address additional student needs due to the pandemic, focusing on engagement of families and support.	\$ 675,000	\$ -	\$ 225,000	\$ 225,000	\$ 225,000	92 E 2200 100 0500 000
428-1-019-20210713	Eligible	Direct Allocation	Support Services - Instruction	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	Seven positions will be added to address additional student needs due to the pandemic, focusing on engagement of families and support.	\$ 51,639	\$ -	\$ 17,213	\$ 17,213	\$ 17,213	92 E 2200 220 0500 000
428-1-020-20210713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Allocation of duties performed by classified staff related to COVID-19.	\$ 24,251	\$ 24,251	\$ -	\$ -	\$ -	92 E 2200 220 0500 000

428-1-021-20210713	Eligible	Direct Allocation	Support Services - Instruction	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	Seven positions will be added to address additional student needs due to the pandemic, focusing on engagement of families and support.	\$ 675	\$ -	\$ 225	\$ 225	\$ 225	92 E 2200 260 0500 000	
428-1-022-20210713	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Allocation of duties performed by classified staff related to COVID-19.	\$ 317	\$ 317	\$ -	\$ -	\$ -	92 E 2200 260 0500 000	
428-1-023-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	10. Providing mental health services and supports	Addition of an employee assistance program with the purpose of providing mental health support to employees.	\$ 45,000	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	92 E 2200 500 0500 000	
428-1-024-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Reimbursement of self-insured health plan for costs of COVID-related health care.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	92 E 2200 500 0500 000	

428-1-025-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Wages paid to employees under FFCRA or the district's extension of the rules through 6/30/2021, including leave for COVID-19 or quarantine.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	92 E 1000 120 0500 000	
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Kansas CommonApp (2020)

1600-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KOKMYWOK

434_Santa Fe Trail_Esser II Plan_0521

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Santa Fe Trail 434

Applicant / Mailing Address

| 104 S Burlingame Ave
| Scranton KS 66537

Applicant / First and Last Name of Owner, CEO, or Executive Director | James Lentz

Applicant / Email Address of Owner, CEO, or Executive Director | jlentz@usd434.us

Applicant / Phone Number | 8008369525

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) | 48-0721401

Applicant / Website Address (if applicable) | www.usd434.org

Fiscal Agent / Name (if applicable) | Kaylee Boyd

Fiscal Agent / Email (if applicable) | kboyd@usd434.us

Fiscal Agent / Mailing Address (if applicable)

104 S Burlingame Ave
Scranton KS 66537

Application details

Full District Name	USD 434 Santa Fe Trail
District Number	434
Mailing Address Street Address	104 S. Burlingame Ave.
Mailing Address City	Scranton
Mailing Address Zip Code	66537
Authorized Representative of the District Name	Jim Lentz
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jlentz@usd434.us
Authorized Representative of the District Phone Number	+18008369525
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.

With the COVID pandemic, our students lost out on two months of valuable education and peer socialization. The students have been more worried and stressed because of the threat of impending school building closures as well as the stresses that go along with learning new platforms for education. With the loss of those two months of in person education, some of our students have fallen behind their peers. This can cause them to develop anxiety which can cause them to fall even further behind in their classes. Even with the challenges presented to them, our students are proving to be resilient and many are working harder than ever.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

COVID 19 has had a negative impact on student learning and student achievement in USD 434. All students Pre-K through 12 were on Remote learning during the spring of the 19-20 school year. As a result the major of our students suffered learning loss. Younger students Pre-K through 5rd grade suffered most because of their inability to use the technology or to stay focused during remote learning. older students suffered learning loss but not as severe. During the 20-21 school year we have been On Site with few exceptions but students are still struggling to catch up. According to the 2020-2021 winter Fast Bridge National Normed Assessment, 55% of Kindergarten students are below grade level in Reading, and 80% of 1st graders. Math scores are comparable. We will offer Summer Learning Opportunities for students who are behind in reading K-5, and Math 6-8. Students K-5 will be recommended for summer learning based on their FASTBRIDGE assessment scores and Placed in groups utilizing the data from 95% Group Inc. diagnostic screeners as well as other data points.

The summer learning opportunity for students 6-8 will provide opportunities for students to be a part of MTSS focusing on math skills. Students will be recommended for summer learning based on their FASTBRIDGE Assessment Scores, MAP assessment scores and teacher recommendations.

The summer learning program (K-8) will be delivered by licensed staff during the weeks of May 24-28, June 1-4, June 7-11, July 19-23 and July 26-30.

We have added a L.A and a Math At-Risk teaching positions for students 4-8 and a STREAM position and a Licensed Counselor for K-3. We have also added a District Social Worker position. We believe these positions are critical for on going remediation and for social emotional support for students.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use the ESSER 2 funds to increase learning and help all students who are now below grade level to improve their individual learning, be at grade level and be able to address the social-emotional issues brought on by COVID 19. The District will monitor and use data from FastBridge, MAPS, State Assessments and local assessments to chart gains in student learning. Students involved in STREAM activities and supported by a Licensed counselor will have less behavior issues as documented by building behavior data.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



[434_SantaFeTrail_ESSER II... \(154 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | James E Lentz

Date | 05/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
434	Santa Fe Trail	June 15, 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
434-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for Certified Summer School Staff to help students catch back up after a learning loss due to the COVID 19 pandemic	\$ 58,742	\$ -	\$ 58,742	\$ -	\$ -	06-1000-110-00-0	Number of staff and program duration; Applicant responded via email (6/2/21): 20 Certified staff members, for 125 anticipated students for 24 days of summer instruction.
434-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for Non-Certified Summer School Staff to help students catch back up after a learning loss due to the COVID 19 pandemic	\$ 11,312	\$ -	\$ 11,312	\$ -	\$ -	06-1000-120-00-0	Number of staff; Applicant responded via email: 8 classified staff
434-1-003-20210713	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Daily transportation for Summer School	\$ 3,216	\$ -	\$ 3,216	\$ -	\$ -	06-2700-120-00-0	

434-1-004-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We have implemented several new positions to help provide support for our students who need additional educational and emotional support due to the COVID 19 pandemic. The expenses in this section go towards paying for their salaries.	\$ 271,730	\$ -	\$ 271,730	\$ -	\$ -	06-1000-110-00-0	Number of staff member and positions; Applicant responded via email: 5 positions: STREAM, Math Intervention, Reading Intervention, District Social Worker, Building Counselor
434-1-005-20210713	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	Purchase Cleaning/Disinfectant wipes, cleaning foam/spray, latex gloves, face masks and hand sanitizer dispensers. January 21-April 21	\$ 1,170	\$ 1,170	\$ -	\$ -	\$ -	08-2600-610-25-0	Applicant responded via email: Request by building
434-1-006-20210713	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	Purchase Cleaning/Disinfectant wipes, cleaning foam/spray, latex gloves, face masks and hand sanitizer dispensers. January 21-April 21	\$ 1,249	\$ 1,249	\$ -	\$ -	\$ -	08-2600-610-27-0	Building request

434-1-007-20210713	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	Purchase Cleaning/Disinfectant wipes, cleaning foam/spray, latex gloves, face masks and hand sanitizer dispensers. January 21-April 21	\$ 1,706	\$ 1,706	\$ -	\$ -	\$ -	08-2600-610-21-0	Building request
434-1-008-20210713	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	Purchase Cleaning/Disinfectant wipes, cleaning foam/spray, latex gloves, face masks and hand sanitizer dispensers. January 21-April 21	\$ 1,759	\$ 1,759	\$ -	\$ -	\$ -	08-2600-610-23-0	Building request

Kansas CommonApp (2020)

1649-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



wXLdGjKw

452_Stanton County_ESSER II Plan_0527

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD #452 Stanton County
Applicant / Mailing Address	PO Box C, Johnson City, Kansas 67855
Applicant / First and Last Name of Owner, CEO, or Executive Director	Trenton Horn
Applicant / Email Address of Owner, CEO, or Executive Director	trent.horn@usd452.org
Applicant / Phone Number	6204926226

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Stanton County
District Number	452
Mailing Address Street Address	PO Box C- 200 W. Weaver

Mailing Address | City | Johnson City

Mailing Address | Zip Code | 67855

Authorized Representative of the District | Name | Trenton Horn

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | trent.horn@usd452.org

Authorized Representative of the District | Phone Number | +16204926226

Would you like to additional district representatives to the application? | No

Please 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 an impact on the learning of some students K-12. In some cases our local test data and state assessment data indicate a slight learning loss. This has primarily been sporadic and wide spread. It isn't isolated to any specific sub group of students. However, it does seem to center around students that meet the at risk criteria, especially ESL students and students from poverty. We feel it is necessary to offer extended learning opportunities to help these students improve and close the learning gaps between them and their peers.

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 plan to use the remaining ESSER I funds to purchase needed cleaning and disinfecting supplies and pay for extended learning opportunities this summer through a high school summer credit recovery program and an elementary school jump start program. At the high school level, we had several students who we felt were negatively impacted due to Covid-19 and fell short in some of their required courses. We are offering them an opportunity to continue to work towards the completion of those courses so they can pass the class. Many elementary students fell behind this year. The jump start program will help them regain some the skills they didn't acquire this year and help them to close achievement gaps. Additionally, this will give them the opportunity to interact with their peers more this summer, which will help alleviate any social emotional distress they may have.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

At this time we plan to use the ESSER II funds to combat learning loss in students. We will do this by offering after school programs in both buildings next year. All students will be eligible for selection into the programs. However, the primary focus will center around students that are homeless, in foster care, are ESL students and students from poverty. In the future we plan to use ESSER II funds for capital improvements. However, those requests will come at a later date after more information is gained in regards to the use of federal funds for capital improvement projects. Additionally, we will continue to monitor the social emotional data for our students and staff. If needed, we may plan to address social emotional needs as well.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will monitor the daily grades of all students, but especially those students participating in our extended learning opportunities. We will also analyze local assessment data as well as KAP interim and state assessment data to determine the learning needs of all students. Especially those students whom we have targeted for participation in our extended learning opportunities. We will continue to conduct surveys from all stakeholders to determine their assessment of our student and staff needs in regards to their learning and social emotional needs.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.

- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Trenton Horn

Date | 05/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
452	Stanton County	June 15, 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
452-1-001-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Anticipated teaching supplies and snacks to be used and served during after school programs for the elementary school during the 21/22 school year. The after school program will be started to address student learning loss. It may include steam activities, completing homework and receiving more individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at-risk factors not listed such as poverty. This program will be offered Monday through Thursday for 35 weeks.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	07-1000-610-00	
452-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries to pay certified staff to teach the elementary after school program. The after school program may include steam activities, doing homework, reading and getting individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors such as poverty. This program will be conducted Monday through Thursday for 35 weeks.	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	07-1000-110-00	

452-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries to pay certified staff to teach the elementary after school program. The after school program may include steam activities, doing homework, reading and getting individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors such as poverty. This program will be conducted Monday through Thursday for 35 weeks.	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	07-1000-120-00	
452-1-004-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Anticipated teaching supplies and snacks to be used and served during after school programs for the junior/senior high school during the 21/22 school year. The after school program will be started to address student learning loss. It may include steam activities, completing homework and receiving more individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at-risk factors not listed such as poverty. This program will be offered Monday through Thursday for 35 weeks.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07-1000-610-00	

452-1-005-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries to pay certified staff to teach the elementary after school program. The after school program may include steam activities, doing homework, reading and getting individualized help. It will be targeted at students that are homeless, migrant, in foster care, ESL and other at risk factors such as poverty. This program will be conducted Monday through Thursday for 35 weeks.	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	07-1000-120-00	
452-1-006-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	Miscellaneous cleaning and disinfecting supplies to be used to slow or stop the spread of Covid-19. This may include but isn't limited to, hand soap, hand sanitizer, cleaning wipes, disinfectant sprays, spray bootles for disinfectant, and batteries for touchless hand sanitizer machines.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	07-2600-610-00	

Kansas CommonApp (2020)

1648-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AmaObgZA

462_Central_ESSER II Plan_Submission Date05262021

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 462 Central Burden
Applicant / Mailing Address	
700 North Main PO Box 128 Burden, KS 67019	
Applicant / First and Last Name of Owner, CEO, or Executive Director	lbartel@usd462.org
Applicant / Email Address of Owner, CEO, or Executive Director	rshaffer@usd462.org
Applicant / Phone Number	6204382218

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)	lbartel@usd462.org
Fiscal Agent / Email (if applicable)	rshaffer@usd462.org

Fiscal Agent / Mailing Address (if applicable)

Application details

Full District Name	Central
District Number	462
Mailing Address Street Address	PO Box 128; 700 N. Main St.
Mailing Address City	Burden
Mailing Address Zip Code	67019
Authorized Representative of the District Name	Rick Shaffer
Authorized Representative of the District Position or Title	Linda Bartel, Board Clerk
Authorized Representative of the District Email Address	Lbartel@usd462.org
Authorized Representative of the District Phone Number	+16204382218
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	Lbartel@usd462.org
Other District Representative 2 Email Address	Lbartel@usd462.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.

During the 2020-21 school year, USD 462, while able to operate with a face-to-face learning environment for a large majority of students experienced issues regarding academics due to the COVID-19 pandemic. Absent students, absent staff created issues in maintaining continuity necessary for academic achievement.

Due to our low socio-economic nature, we spent a great deal of time addressing problems related to the COVID-19 pandemic as far as academics, remote learning, connectivity, technology, understanding safety protocols and other issues are concerned.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 462, Central Burden Schools has chosen to use ESSER II funds, if approved, as a resource to address academic learning loss and social-emotional issues experienced due to the COVID-19 pandemic, as opposed to other items such as PPE and ventilation. We are a small rural school with a high number of low socio-economic students.

While we were able to complete the full year on an in-person basis, we still experienced issues with teacher absenteeism, student absenteeism and academic continuity, due to the pandemic.

We purchased Ben-Q teaching boards for all classrooms, using county SPARKS funds. This enabled us to live stream, record and store teacher lessons for those who did not or could not attend due to COVID-19. However, with all of this technology, requiring bandwidth, we found that our infrastructure was lacking.

Increasing staff, to lower student to adult ratio, is key. We feel that smaller student groups will help us address learning loss amongst our student population and help us return to normalcy, if possible.

To address social-emotional issues due to COVID-19 with all students, especially low socio-economic families and students with disabilities, we would like to address that with an addition of 1.25 licensed social workers to work with students and families in need.

Professional development for staff and administrators relating to the pandemic, learning loss and socio-economic issues can only benefit all students at USD 462.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

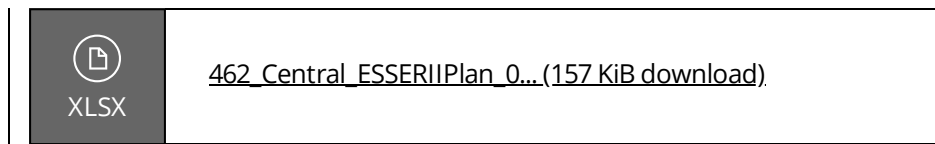
It is anticipated that increasing and improving broadband for students, reducing group sizes of students, providing more intensive instruction. Assisting families, students and teachers in coping with social-emotional issues due to COVID-19, will help shorten and eradicate learning losses. It is our hope to see an increase in academic achievement and an increase in academic achievement screening scores and Kansas Assessment scores. Using these reasonable and allowable requests for ESSER II funds, USD 462 will be able to shorten the effects of COVID-19.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on

districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Rick Shaffer

Date | 05/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
462	Central	June 15, 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
462-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Small groups to provide better health protocol due to COVID-19 and addressing students most in need of in-person support.	\$ 18,055	\$ -	\$ 18,055	\$ -	\$ -	64900	Per applicant, Using additional personnel to develop smaller groups for learning enhancement, due to academic loss by COVID-19.
462-1-002-20210713	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	It increases the connectivity for students that aids in regular educational interaction between students and their classroom instructors; it increases the broadband for our school which allows for better connectivity ; allows for remote teaching and remote learning due to COVID-19.	\$ 75,105	\$ -	\$ 75,105	\$ -	\$ -	65770	Per applicant, Technology infrastructure upgrade necessary to properly run software and hardware that is used to help with learning loss and serving students and teachers remotely, academic loss due to COVID-19. 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.

462-1-003-20210713	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra nurse salary for addressing extra/more time needed for COVID-19 related duties	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	65400	
462-1-004-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra custodial salary for addressing extra/more time needed for COVID-19 related duties.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	65200	
462-1-005-20210713	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software for students and teachers that aids in regular and substantial interaction between students and teachers, which assists addressing learning loss due to COVID-19.	\$ 550	\$ -	\$ 550	\$ -	\$ -	65555	

462-1-006-20210713	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adding staff to lower class sizes due to COVID-19 related safety protocols and establishing a safer in-person environment for students in most need of support.	\$ 20,550	\$ -	\$ 20,550	\$ -	\$ -	64990	
462-1-007-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Covers additional salary/expenses for staff associated with additional learning to address needs created by COVID-19 pandemic and implementing summer programs tied to activities.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	64900	Per applicant, Used to cover staff costs, materials during the summer to help address learning gaps, as well as grow students to facilitate student learning. (2-4 weeks) Estimated 80 students and 8 staff.
462-1-008-20210713	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addresses social/emotional needs of students, families and teachers related to issues caused by COVID-19. SOCIAL/EMOTIONAL ENVIRONMENTAL.	\$ 48,500	\$ -	\$ 48,500	\$ -	\$ -	65865	Per applicant, Spending will be for an increased number of social workers to support student-staff well-being, self-care, and to limit engagement in high risk behaviors, particularly in Grades 7-12, due to COVID-19.
462-1-009-20210713	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addresses social/emotional needs of students, families and teachers related to issues caused by COVID-19. SOCIAL/EMOTIONAL ENVIRONMENTAL. Funds with be used to connect family resources and translate materials for families.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	65866	Per applicant, Spending will be for 1/4 salary of a social worker for Grades K-6.

462-1-010-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payments to personnel whose duties cannot be performed or have underlying health conditions that prohibits them from being at work due to COVID-19.	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	64900	
462-1-011-20210713	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Purchase curriculum targets toward areas in which students have fallen behind due to COVID-19 and implementing evidence-based activities to meet the needs of students.	\$ 3,455	\$ -	\$ 3,455	\$ -	\$ -	65770	
462-1-012-20210713	Eligible	Direct Allocation	Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Providing professional development for staff and administrators to address leading during a pandemic, addressing learning loss and addressing mental health for students and staff, related to COVID-19 Pandemic. The name of the program is Motivating and Managing Hard-to-Reach, Uninterested and Disruptive Students, caused by COVID-19.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	65500	
462-1-013-20210713	Eligible	Direct Allocation	Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Providing professional development for staff and administrators to address leading during a pandemic, addressing learning loss and addressing mental health for students and staff, related to COVID-19 Pandemic	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	65500	

Kansas CommonApp (2020)

1655-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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463_Udall_ESSER II Plan_0602

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD463

Applicant / Mailing Address

| 301 S. Seymour Udall KS 67146

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dale Adams

Applicant / Email Address of Owner, CEO, or Executive Director | dleadams@usd463.org

Applicant / Phone Number | 6207823355

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Udall USD 463

District Number | 463

Mailing Address | Street Address | 303 S Seymour

Mailing Address City	Udall
Mailing Address Zip Code	67146
Authorized Representative of the District Name	Dale Adams
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	daleadams@usd463.org
Authorized Representative of the District Phone Number	+16207823355
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	cathrynschulle@usd463.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 cost of addressing the impact of meeting students' needs due to the pandemic is obvious. Whether it has been costs incurred due to delivery of meals to students, additional staff for cleaning and sanitation, purchasing cleaning supplies and equipment, or the fact that gathering sizes were reduced in areas such as recess, lunch, and bussing which increased staffing needs; the impact of addressing students' needs has affected all aspects of the district's operations. Besides financial costs, the loss of learning is most alarming. Between March and May of 2020, grades were frozen to account for the individual struggles each of the district's families were experiencing due to the pandemic. Approximately 10% of our student body did not participate in remote learning last quarter of 2020. Beginning fall of 2020, in person and remote learning models were offered with roughly 10% of district families choosing remote learning options. Of that percentage, only two high school students were successful with remote learning. All but one elementary student returned to in person learning by January 2021. The learning loss due to the remote learning option outweighed the parents' concern over possible Covid 19 exposure. The social emotional impact was evident at the secondary level; there were three physical altercations in the first week in August. In elementary grades, students also showed signs of struggling, so an investment and focus on a social emotional curriculum with strategies to address student needs became a primary goal for all district staff.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Following the guidelines in the most recent update of the ED COVID19 Handbook, we will continue to implement the best and safest practices for In-Person Learning. This includes sanitization supplies, masks, and increased labor costs for due to the pandemic response. Another significant aspect of our plan is to install Ionization Units on our Air Condition equipment to improve air quality and reduce the spread of viral contagions. We will continue to make available WIFI Hotspots for low income families who do not have regular access to the internet when the student is not able to have in-person learning. Also included in our plan for these funds is to provide Mental Health support for students during this difficult time. To reduce learning loss, additional teacher support has been hired to reduce class size. Also to reduce learning loss, after school learning and summer school programs were implemented to better prepare students for the next school year.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We have added additional screening and assessment tools to track learning loss and the social/emotional status of our student body.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dale Adams

Date | 06/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
463	Udall	June 21, 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
463-1-001-20210713	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program to reduce learning loss	\$ 3,619	\$ 3,619	\$ -	\$ -	\$ -	84000	
463-1-002-20210713	Eligible	Direct Allocation	Food Services Operations	Food (except Produce and Bread Products) - Warehouse /Direct Purchase	11B. Planning and implementing supplemental after-school programs	Afterschool Program Food Supplies to improve nutrition for students while reducing learning loss	\$ 196	\$ 196	\$ -	\$ -	\$ -	84000	
463-1-003-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Mask, PPE to reduce spread of virus	\$ 521	\$ 321	\$ 200	\$ -	\$ -	84000	
463-1-004-20210713	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	0	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disinfecting Supplies to reduce spread of viruses	\$ 11,604	\$ 7,604	\$ 4,000	\$ -	\$ -	84000	
463-1-005-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	DocuSign fee to allow digital signing of documents remotely that promoted social distancing and reduced the spread of the virus	\$ 170	\$ 170	\$ -	\$ -	\$ -	84000	

463-1-006-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional Instructional Staff to reduce class size which will reduce learning loss and improve social and emotional stability of students	\$ 57,961	\$ -	\$ 57,961	\$ -	\$ -	84100	
463-1-007-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payroll to cover additional support needed to cover additional cleaning, sanitization, and other services due to pandemic	\$ 5,950	\$ 5,950	\$ -	\$ -	\$ -	84100	
463-1-008-20210713	Eligible	Direct Allocation	Building Improvements	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	Ionization Units to improve air quality and reduce potential spread of virus spores and bacteria	\$ 32,000	\$ -	\$ 32,000	\$ -	\$ -	84000	Allowable if CDC guidelines are met.
463-1-009-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Program to reduce learning loss and better prepare students for next school year	\$ 33,000	\$ 16,500	\$ 16,500	\$ -	\$ -	84000	

463-1-010-20210713	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Mental Health Supports for students social, emotional, and mental health needs	\$ 6,997	\$ 6,997	\$ -	\$ -	\$ -	84000	
463-1-011-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Mifi Hotspots	\$ 1,751	\$ 1,251	\$ 500	\$ -	\$ -	84000	From the narrative: We will continue to make available MIFI Hotspots for low income families who do not have regular access to the internet when the student is not able to have in-person learning.
463-1-012-20210713	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Professional Development for teacher to learn new resources for preventing or limiting learning loss	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	84000	
463-1-013-20210713	Eligible	Direct Allocation	Support Services Instruction	Student Services	12. Addressing learning loss among students, including vulnerable populations	Screeners to identify Learning Loss	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	84000	
463-1-014-20210713	Eligible	Direct Allocation	Support Services Instruction	Professional - Education Services	11A. Planning and implementing summer learning or enrichment programs	Summer School Curriculum to prepare students for next school year and limit learning loss	\$ 500	\$ -	\$ 500	\$ -	\$ -	84000	

463-1-015-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Staff to prepare students for next school year and limit learning loss	\$ 12,557	\$ -	\$ 12,557	\$ -	\$ -	84100	
463-1-016-20210713	Eligible	Direct Allocation	Support Services Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology for Remote Learning	\$ 2,053	\$ -	\$ 2,053	\$ -	\$ -	84000	Per call with district, technology examples would be Google Classroom, Zoom, and or cameras for classroom to facilitate learning.
463-1-017-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Substitutes to cover staff who are out due to Covid 19 quarantine or to help assist with class size reduction at certain times	\$ 23,262	\$ 23,262	\$ -	\$ -	\$ -	84100	

Kansas CommonApp (2020)

1652-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AKEyvkBz

471_Dexter_ESSER II Plan_0615

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 | Dexter Schools

Applicant / Mailing Address

| 311 N Main St
| Box 97

Applicant / First and Last Name of Owner, CEO, or Executive Director | K.B. Criss

Applicant / Email Address of Owner, CEO, or Executive Director | kbcriss@usd471.org

Applicant / Phone Number | 620-876-5415

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) | 48-0724325

Applicant / Website Address (if applicable) | www.usd471.org

Application details

Full District Name	Dexter Unified School District
District Number	471
Mailing Address Street Address	311 N Main
Mailing Address Street Address	Box 97
Mailing Address City	Dexter
Mailing Address Zip Code	67038
Authorized Representative of the District Name	K.B. Criss
Authorized Representative of the District Position or Title	Superintendent / Principal
Authorized Representative of the District Email Address	kbcriss@usd471.org
Authorized Representative of the District Phone Number	+16208765415
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	dhill@usd471.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid affected our students' confidence and the social-emotional effects were far-reaching. They needed extra support on tasks grade levels beneath them. Students were afraid they would get sick, get others sick, get sent home, and not be able to come to school for two weeks. Students were embarrassed to wear a mask as their peers would think they had the virus and they would be alienated.

Academically students presented themselves two years behind even though they only missed a few months in the spring. Every teacher in our elementary school noted going back two grades below to review and remediate mainly in math. Students needed constant reassurance.

Covid added numbers to our classrooms from neighboring districts, but we were able to handle the numbers because of added para support. This support not only helped calm our students and address their needs, but it also helped us keep up with data entry, and cleaning/sanitizing the classrooms.

Students had to learn both online and in the classroom, look at how peers respond on tv screens, take home a computer and go remote at the drop of a hat, and try to remember social distancing all at the same time.

I feel like our district and students will fare far better than most, as we were here every day, doors open, and our families appreciated that and took note. We built a strong bond in doing so, and our students were happy to get back to school.

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.).
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- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- 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 hire additional personnel listed below:

Paraprofessionals (Teacher Instructional Aides): to provide additional academic support to students, with an emphasis on closing the achievement gap for those students who are at risk. Paraprofessionals would also help in classroom logistics/organization, (spreading kids out) implementing school safety protocols during the school day, breakfast and lunch times with students, recess, PE, music, and safely moving students in the building throughout the school day. The additional paraprofessionals would help in every facet throughout the school day, providing support to our staff in the following areas:

instructional, language, social & emotional, behavioral and logistical support

Our hope is to find outstanding paras that will serve as close as possible to placing an additional certified teacher in the classroom to accelerate closing the academic gap caused by the pandemic for students.

Sanitation Team Member: (Partial) To keep the school clean and disinfected throughout the day the job description for this position is as follows:

- Performs a variety of custodial duties which includes: deep cleaning all rooms and hallways; emptying trash, sweeping, dusting, mopping, buffing, sweeping, and vacuuming floors; replenishing towels, toilet paper, sanitizer and soap; washing walls, windows, doors, and handles; and, cleaning carpet-SANITIZES
- Routinely disinfects high touch areas such as light switches, and door knobs.
- Disinfects, sets up and takes down equipment for meals-SANITIZES
- Collects trash from cafeteria, classrooms, and/or offices and takes out for disposal.

Certified Staff Member for First Grade: We had a large (26) Kindergarten class for the 2020-2021 school year. The district picked up the salary of an additional teacher to split the class into two manageable groups. As that class moves to 1st Grade, we would like to appropriate ESSER II money to pick up the teacher moving from Kindergarten to 1st Grade with the large class.

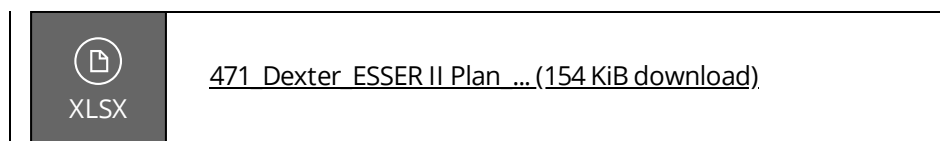
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the impact of the ESSERII funding by determining if we've achieved the following: academic growth, social/emotional growth, and behavioral/physical attendance growth. This will be based on teacher observations and experiences with students, parents input of what they see outside of school to help us get a better landscape of the student and measurable assessment data. The assessments used are: FASTBRIDGE, NWEA MAP's Reading & Math Proficiency Test, Tier 1 Interventions, Kansas State Assessments, Classroom Behavior Checklist and School Records on retention/absenteeism/suspensions/homeless. Additional assessments will be used as screeners for reading & math fluency & proficiency including IStation, Study Island, Literacy First Fluency, outcome based teacher created formative assessments and curriculum material testing. By combining the "human element" with the triangulation of assessment data, we hopefully have a plan to fit the student needs and to maximize growth using the ESSER II money for the added support to reach our goals.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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- 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.

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(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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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.

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A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

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34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | KB Criss

Date | 06/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
471	Dexter	June 22, 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
471-1-002-20210713	Eligible	Direct Allocation	Support Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Aides will help the classroom teacher accelerate closing the student academic gap caused by the pandemic.	\$ 75,999	\$ -	\$ 75,999	\$ -	\$ -	20-1000-122	Per applicant, requested expenditure is for 5.5 aides.
471-1-003-20210713	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Payroll taxes on the above teacher and academic aides.	\$ 9,146	\$ -	\$ 9,146	\$ -	\$ -	20-1000-221	See 471-1-002-20210713
471-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Had a large Kindergarten class and feel an extra teacher as they move to first grade will help with the learning loss and social distancing of students.	\$ 43,550	\$ -	\$ 43,550	\$ -	\$ -	20-1110-110	
471-1-004-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	This person will disinfect and sanitize all areas of the building.	\$ 13,015	\$ -	\$ 13,015	\$ -	\$ -	20-2610-123	
471-1-005-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Payroll taxes for the sanitation person.	\$ 995	\$ -	\$ 995	\$ -	\$ -	20-2610-221	

Kansas CommonApp (2020)

1620-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bejrVxRE

487_Herington_ESSER II Plan_5/17/2021

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

Application details

Full District Name		Herington
District Number		487
Mailing Address Street Address		19 N. Broadway
Mailing Address 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.

When the pandemic started, schools and families had more questions than answers. Our district has utilized a variety of local assessments to determine the amount of learning loss experienced by our students. The numbers are sobering. The average loss of learning in reading for our elementary students was negligible at less than 15%. Math skills in the same set of students did not fare so well. Students in our elementary lost an average of 40% of their learning in mathematics from the previous benchmarking period (Winter of 2019). Middle and High school students saw similar patterns of loss between subjects. Our High school students lost a total of 50 credits last Spring. Through some summer learning opportunities, they were able to regain about 40 of those credits before the current school year began. Beyond academics are the social-emotional needs of our students and staff. We are committed to the mental health and emotional well-being of our students. We'll continue to invest energy and resources in this vital area. Early Childhood screening data shows that students are arriving to our programs with under-developed verbal skills, some fine motor concerns, and general social emotional needs. These have been exacerbated by the isolation of the pandemic. As a small school district, all of our students have been impacted by the pandemic. We'll continue to address increased cleaning of our facilities, upgrading our HVAC systems to provide better indoor air quality, and hiring a part time nurse to help with illness/contact tracing when necessary.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will finish out the Spring paying for our part-time nurse, extra substitute teachers, and increased cleaning services. We will continue to offer an after-school program through May of 2023. Funds will be used for 2021, 2022, and 2023 extended learning opportunities (Summer school). 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. 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. Food service underwent extreme changes this year to comply with mitigation efforts. This created increased costs for disposable trays, utensils, etc. We also discovered that our HVAC systems were not providing the air exchange and quality air necessary to reduce illnesses. We will address those needs with some of these funds.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to monitor our locally administered assessments, FastBridge data, and state assessment results. These academic measures will allow us to determine if interventions/programs/materials are positively impacting the learning loss that has been documented. Implementation of the Mental Health first aid strategies will help our staff members interact with/intervene for students that are struggling with social-emotional issues.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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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.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service

delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Donalyn Biehler

Date

| 05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
487	Herington	June 16, 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
487-1-001-20210713	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.	\$ 79,916	\$ 7,265	\$ 72,651	\$ -	\$ -	91e10001 12010002 1	Per Applicant, "Substitutes will become full time interventionists within our K-12 MTSS structure if they are not utilized in a classroom that day."
487-1-002-20210713	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	
487-1-003-20210713	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	\$ 46,588	\$ 588	\$ 46,000	\$ -	\$ -	91e10006 50010002 1	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. 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 need

487-1-004-20210713	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	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	91e21005300100021	Per applicant, "Nurse(utilized PRN for contact tracing, etc.)"
487-1-005-20210713	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	\$ 7,129	\$ 129	\$ 7,000	\$ -	\$ -	91e21306100100021	
487-1-006-20210713	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	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.
487-1-007-20210713	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	\$ 44,500	\$ 4,500	\$ 22,000	\$ 18,000	\$ -	91e26006100100021	

487-1-008-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Heating and Cooling System	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	HVAC unit replacement-proper paperwork in process	\$ 8,893	\$ 8,893	\$ -	\$ -	\$ -	91e26007 23010002 1	Per narrative, We also discovered that our HVAC systems were not providing the air exchange and quality air necessary to reduce illnesses. Allowable if CDC guidelines are met.
487-1-009-20210713	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	\$ 5,400	\$ 2,400	\$ 3,000	\$ -	\$ -	91e31206 00010002 1	Per narrative, Food service underwent extreme changes this year to comply with mitigation efforts. This created increased costs for disposable trays, utensils, etc.
487-1-010-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	K-12 summer school expenditures-staff wages	\$ 60,000	\$ 30,000	\$ 30,000	\$ -	\$ -	91e10001 10010002 1	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)."

487-1-011-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	K-5 after school program salaries/wages-approximately 110 days per school year per staff member	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	91e10001 17010102 1	Per narrative, Our district has utilized a variety of local assessments to determine the amount of learning loss experienced by our students. The numbers are sobering. The average loss of learning in reading for our elementary students was negligible at less than 15%. Math skills in the same set of students did not fare so well. Students in our elementary lost an average of 40% of their learning in mathematics from the previous benchmarking period (Winter of 2019).
487-1-012-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA, etc. contributions for summer school staff wages	\$ 4,590	\$ 2,295	\$ 2,295	\$ -	\$ -	91e10002 20010002 1	
487-1-013-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	FICA, etc. contributions for after school staff wages	\$ 9,945	\$ 3,825	\$ 6,120	\$ -	\$ -	91e10002 20010002 1	
487-1-014-20210713	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	\$ 83,002	\$ 27,590	\$ 55,413	\$ -	\$ -	91e26004 23010002 1	Per narrative, We'll continue to address increased cleaning of our facilities.

487-1-015-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA for full time substitute teachers	\$ 6,114	\$ 556	\$ 5,558	\$ -	\$ -	91e10002 20010002 1	
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Kansas CommonApp (2020)

1645-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



wRnOeBmw

492_Flinthills_ESSER II Plan_5.26.21

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Flinthills USD 492

Applicant / Mailing Address

| 806 SE Rosalia Road
| Rosalia, KS 67132

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jeremy Boldra

Applicant / Email Address of Owner, CEO, or Executive Director | j.boldra@usd492.org

Applicant / Phone Number | 6204762237

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) | 480724673

Fiscal Agent / Name (if applicable) | Stephanie Girty

Fiscal Agent / Email (if applicable) | s.girty@usd492.org

Fiscal Agent / Mailing Address (if applicable)

Application details

Full District Name		Flinthills
District Number		492
Mailing Address Street Address		806 SE Rosalia Road
Mailing Address City		Rosalia
Mailing Address Zip Code		67132
Authorized Representative of the District Name		Stephanie Girty
Authorized Representative of the District Position or Title		Board Clerk
Authorized Representative of the District Email Address		s.girty@usd492.org
Authorized Representative of the District Phone Number		+16204762237
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		j.boldra@usd492.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 #492 currently serves 285 students PreK-12th grades. USD #492 has two sub-groups: Free-Reduced Meals (123) and Students with Disabilities (65). The district was negatively impacted by COVID-19 pandemic in the loss of 10 weeks of school, a later start to the 2020-21 school year, quarantine periods, and virtual/remote learning. Preparation for school during a pandemic began immediately to put a plan in place which was of substantial cost to the tune of more than \$400,000 in sanitization methods, personnel, facility upgrades, and the addition of technology to facilitate the plan for remote learners.

In regard to learning loss, math scores have been impacted the most. Our students scored below the state averages in four of the seven grades tested in math, and only higher in one grade. There was a negative disproportionate impact on our at-risk populations, specifically those living in poverty and with disabilities.

The social/emotional impact has also been great and was reflected in our KCTC data this Spring.

USD #492 used this school year to get better by utilizing TASN to create an MTSS program district-wide (formerly an elementary reading program only), and to "Redesign" our school in the Apollo II program. We are prepared to Launch our

Redesign strategies and implement our district-wide MTSS program in 2021-22 including Reading, Math and SEL. We are also offering a six-week summer enrichment program targeted at at-risk student population and focusing on both Math and ELA concepts where students struggle the most. We have 38 kids enrolled K-9.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD #492 plans to use the ESSER II Direct Allocation in the following ways:

- 1) To support learning in our Summer Enrichment Program: Personnel Salaries (including instruction, director/administrator, paras, administrative professional, custodian, and bus drivers), learning materials/resources, transportation (fuel & maintenance).
- 2) To purchase additional supplemental materials and resources to aid in closing gaps in learning loss due to the pandemic.
- 3) To purchase a MS/HS evidence-based math curriculum with an online component to help all students including our remote learners.

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 order to determine the impact of the ESSER II funds, USD #492 will use Fastbridge screeners/assessments data to determine individual student needs for individual growth. In the summer enrichment program, we will use one pre and post-test in both Math and Reading. During the 21-22 school year, we will use a Math, Reading, and SEL pre-tests in September as well as post-tests in December and May.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

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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

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(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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- (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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§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stephanie Girty

Date | 05/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
492	Flinthills	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
492-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for teacher salaries for summer enrichment targeting students who had greater learning losses since the beginning of the pandemic.	\$ 13,437	\$ 13,437	\$ -	\$ -	\$ -	06-000-1000-110	Information requested: number of staff members, anticipated number of students and the duration of the summer program; Applicant replied via email: 1. This accounts for 4 teachers, 4 hours a day, Monday - Thursday, from May 24th - July 1st. There are approximately 40 students per day.
492-1-002-20210713	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for Principal Salaries who are directing/overseeing our Summer Enrichment program which is targeted at helping our students who had greater learning losses since the COVID-19 Pandemic began.	\$ 3,944	\$ 3,944	\$ -	\$ -	\$ -	06-000-2400-110	
492-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for salaries of instructional paraprofessionals during our summer enrichment program targeting students who had greater learning losses since the beginning of the COVID-19 Pandemic.	\$ 759	\$ 759	\$ -	\$ -	\$ -	06-000-1000-120	Information request: number of staff members; Applicant replied via email: is 1 para per day, same schedule as teachers.
492-1-004-20210713	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for salaries of bus drivers to transport students to and from our summer enrichment program targeting students who had greater learning loss since the COVID-19 Pandemic began.	\$ 3,991	\$ 3,991	\$ -	\$ -	\$ -	06-000-2710-120	

492-1-005-20210713	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for custodial salaries that are necessary to provide daily cleaning of classrooms utilized during our summer enrichment program targeting students who had greater learning loss since the COVID-19 pandemic began. Prior to the pandemic we did not have a Summer Enrichment program, so custodial work in the summer was geared towards larger cleaning and maintenance projects. We hired a part-time custodian to clean classrooms on a daily basis during the summer enrichment program.	\$ 2,153	\$ 2,153	\$ -	\$ -	\$ -	06-000-2630-100	
492-1-006-20210713	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This allocation is for administrative professional salaries during our summer enrichment program targeting students who had greater learning loss since the COVID_19 Pandemic began.	\$ 1,567	\$ 1,567	\$ -	\$ -	\$ -	06-000-2400-120	Information requested: What other administrative professionals will be assisting with the summer program; Applicant replied via email: 3. This is the school secretary for 4 hours daily, same schedule as teachers
492-1-007-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	These are supplemental teaching resources purchased for the Elementary Summer Enrichment program targeting students who had greater learning loss during the pandemic. We will also continue to utilize these resources into the next few school years.	\$ 5,957	\$ 5,957	\$ -	\$ -	\$ -	08-000-1001-610	

492-1-008-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	These are supplemental teaching resources purchased for the Middle School Summer Enrichment program targeting students who had greater learning loss during the pandemic. We will also continue to utilize these resources into the next few school years.	\$ 200	\$ 200	\$ -	\$ -	\$ -	08-000-1002-610	
492-1-009-20210713	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	During the COVID-19 pandemic this past year, some of our teachers contracted COVID-19 and were incapable of performing their job. This allocation is to cover Certified Substitute Salaries as a result of the pandemic.	\$ 13,711	\$ 13,711	\$ -	\$ -	\$ -	06-000-1000-115	
492-1-010-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The pandemic exposed our middle school math curriculum as we did not have an online textbook that students could use in a remote/virtual setting. This allocation is for an evidence-based math curriculum textbook that also has an online version. This will address any other pandemic situations that may cause students to be in a remote/virtual setting.	\$ 4,871	\$ 4,871	\$ -	\$ -	\$ -	55-000-1002-644	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote learningexpenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event ofpotential future remote learning needs
492-1-011-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The pandemic exposed our high school math curriculum as we did not have an online textbook that students could use in a remote/virtual setting. This allocation is for an evidence-based math curriculum	\$ 13,128	\$ 13,128	\$ -	\$ -	\$ -	55-000-1003-644	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote learningexpenses. Please note that expenses should not be

492-1-012-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	These are supplemental teaching resources purchased for the High School Summer Enrichment program targeting students who had greater learning loss during the pandemic. We will also continue to utilize these resources into the next few school years.	\$ 1,181	\$ 1,181	\$ -	\$ -	\$ -	08-000-1003-610	
492-1-013-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We hired an additional MTSS Elementary Teacher last year to help address learning loss during the pandemic.. We will hire two other part-timeMiddle/High School MTSS teachers to address learning loss experienced during the COVID-19 pandemic. We intend to apply for this allocation in ESSER III as well in order to continue to address the learning loss over a period of four years.	\$ 55,469	\$ -	\$ 55,469	\$ -	\$ -	06-000-1000-110	

Kansas CommonApp (2020)

1638-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mxAxGzMI

500_Kansas City Kansas_ESSER II Plan_0521

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Kansas City, Kansas Public Schools
Applicant / Mailing Address	2010 N 59th Street Kansas City, KS 66104
Applicant / First and Last Name of Owner, CEO, or Executive Director	Tracy Kaiser
Applicant / Email Address of Owner, CEO, or Executive Director	tracy.kaiser@kckps.org
Applicant / Phone Number	913-279-2254

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Kansas City Kansas
District Number	500

Mailing Address Street Address	2010 N 59th Street
Mailing Address City	Kansas City
Mailing Address Zip Code	66104
Authorized Representative of the District Name	Tracy Kaiser
Authorized Representative of the District Position or Title	Executive Director of Business Operations
Authorized Representative of the District Email Address	tracy.kaiser@kckps.org
Authorized Representative of the District Phone Number	+19132792254
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	kristen.scott@kckps.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 diverse make-up of Kansas City, Kansas School district as a whole, lends itself to the disproportionate impact of COVID-19. Specific data for our district shows that: there are a little over 4,000 students identified with disabilities; over 9,000 English Learners; approximately 3% of the population that qualifies under McKinley-Vento; and the free and reduced lunch rate is 77%.

The Board of Education made the decision to have students remain in remote learning for a majority of the 2020/2021 school year due to positive COVID percentage rate for Wyandotte county, which was at 28% for a majority of the school year. Students with the highest educational needs were brought back to in-person learning in early January, with the majority of students returning on March 31st. The education impact of being in remote learning for over a year with our high needs diverse population will be shown when the Kansas Assessment data becomes available.

The socio-emotional needs of our students is also of great concern. Over the past year, the district has lost an increased number of students to gun violence, drug related issues, and suicide. The referral rate to our building based social workers has increased 50% over the past school year.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district consulted a variety of stakeholders on the best usage of the funds. The largest percentage, 71%, of the funds will be spent on instructional-related needs due to the pandemic. Core instruction for our students is essential, in order to meet the needs of our students, updated resources must be in their hands to address learning loss. Summer school, before-, during- and after- school tutoring has also been established as a priority for our students; as well as resources for intervention. We are also addressing the needs of our diverse population by providing additional professional development to teaching staff. 3% of the funds are allocated to address the socio-emotional needs of our students. Resources will be purchased to utilize within the school day. We are also providing support through our summer program with additional social workers, and looking at establishing a district care clinic after hours for our students. In order to address the needs of facilities, as well as health related issues, 12% of the funds have been set aside. By upgrading air filtration, water filtration, and daily sanitization, our facility needs can be met. We are in need of hiring additional health service providers to meet the increased demand placed on our building-based health service staff.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will monitor a variety of data points to determine the impact of the expenditures on our students. Academic, both formative and summative data, will be examined to determine the impact of the instructional expenditures. Attendance, discipline, and referral data will be examined to determine the impact of our expenditures related to socio-emotional needs.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Tracy Kaiser

Date | 05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
500	Kansas City	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
500-1-001-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Curriculum targeted toward areas in which students have fallen behind. To ensure we have the necessary materials to close student learning gaps due to COVID19, we will need to purchase necessary curriculum resources that align to the KSCCRS. Due to COVID-19, our students in K-3 have sustained learning loss in literacy skills. Therefore, we must provide our K-3 teachers and students with the necessary instructional materials that align to the KSCCRS, Structure Literacy, and Science of Reading (KSDE Dyslexia Requirements). As we begin the curriculum adoption process in August, with piloting of selected resources, we have narrowed our selections to: Open Court Reading and Amplify CKLA (both on the KSDE Approved Evidenced-based List). This adoption will impact approximately 7,000 K-3 students. Early Childhood will continue to review the most up-to-date version of Creative Curriculum (on the approved KSDE list) which is our current curriculum used at EC. This adoption will impact approximately 1600 students. The following items are what we have selected for Secondary Social Studies (Newsela, TCI, Social Studies School Service) all HS students impacted by this purchase. The following were selected for World Languages, which includes Spanish, Spanish for Heritage Speakers, and French, Vista Higher Learning and Wayside Publishing. KCKPS has specific graduation requirements for World Languages (2 credits) that ALL high school students will need for graduation (beginning Class of 2023).	\$ 7,384,251.00	\$ 3,884,251.00	\$ 3,500,000.00	\$ -	\$ -	07-31-001-1000-8039-56440	World Languages, Secondary Social Studies, Early Childhood, 3-5 ELA
500-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The learning loss due to COVID will be addressed with a summer school program. Summer school salaries. There were 10,000 students eligible to attend summer school, currently there are 5,000 enrolled and set to begin. There will be: 6 summer school coordinators; 18 site administrators; and approximately 375 teachers; as well as instructional support staff and other school support staff.	\$ 5,300,000.00	\$ 2,300,000.00	\$ 3,000,000.00	\$ -	\$ -	07-40-001-1800-8039-51200	June 7-July 1st for Students; 2 PD days for teachers 6/3/ & 6/4. Hours for staff- 5.5 hours, hours for students -4.5 hours Runs for 4 weeks
500-1-003-20210713	Eligible	Direct Allocation	Student Transportation	Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)	11A. Planning and implementing summer learning or enrichment programs	Summer school student transportation. Increases the opportunity for students to attend summer school. 75% of our summer school students need transportation. Transportation is essential for our students to attend summer school to deal with the learning loss due to COVID.	\$ 160,000.00	\$ 80,000.00	\$ 80,000.00	\$ -	\$ -	07-25-600-1800-8039-55190	Summer School Transportation
500-1-004-20210713	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	11B. Planning and implementing supplemental after-school programs	To address learning loss caused by COVID-19, we will provide before/after school tutoring services to students. These funds would be used to pay certified teachers to be available for students before and after school. This would cover 160 teachers each serving 30 hours of tutoring time. To keep our student/teacher ratios reasonable, we would like to limit it to 12:1. Therefore, we could serve approximately 2,000 K-12 students who were significantly impacted by learning loss.	\$ 200,000.00	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -	07-40-001-1000-8039-51520	K-12 Tutoring

500-1-005-20210713	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and assistants	12. Addressing learning loss among students, including vulnerable populations	Due to COVID-19 learning loss, we are also providing in-school tutoring services. Tutors will serve students during the day while classroom instruction is in small groups with the classroom teacher. The students will receive core instruction prior to being pulled by tutors. Students for tutoring services will not be our lowest performing students and have a minimal number of skills that need intervention tutoring in math and ELA. Students with more intensive needs will be seen by certified teachers to ensure students are receiving services by highly-qualified teachers. Students will be identified by grade level PLCs with the tutors present to determine what needs to be retaught, practiced, etc. This will cover approximately 40 tutors. As we review our data, we have noticed a larger gap in our 4th and 7th grade math as well as 9th and 10th grade math and ELA. Our goal is to serve approximately 4,000 students.	\$ 1,120,000.00	\$ 560,000.00	\$ 560,000.00	\$ -	\$ -	07-40-001-1000-8039-51520	Focusing on 4th 7th grade, 9th, and 10th grade math
500-1-006-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Due to COVID-19, we know that many of our lowest performing schools (CSI schools), may have felt larger gaps in reading achievement. Therefore, we would like to support our 7 CSI schools by providing them with reading intervention teachers. Our seven (7) Comprehensive Support Schools (CSI) at the elementary level will each receive a teacher. This will impact approximately 700 students in those schools.	\$ 1,154,000.00	\$ 577,000.00	\$ 577,000.00	\$ -	\$ -	07-40-001-1000-8039-51200	7 Reading Intervention Teachers, impacting approximately 700 students
500-1-007-20210713	Eligible	Direct Allocation	Planning, Research, Development, and Evaluation Services	Other Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	WorkKeys tutor assessment. Paraprofessionals providing instructional support in programs supported with federal funds must meet the following requirements: 1)Have a high school diploma or a GED certificate and, 2) Complete 48 hours at an institution of higher education* OR 3) Obtain an associate's (or higher) degree OR 4) Pass a State approved assessment that assesses the ability to assist in instructing reading, writing, and mathematics (or reading, writing, mathematics readiness). We currently have a large number of para/instructional support positions vacant due to COVID and a large candidate pool without the required credentials. Many SPED and ECH classrooms require an instructional support staff member in order to meet IEP or federal programming (Head Start) guidelines. All schools and students will be impacted by this project. Students and teachers benefit by having an additional layer of	\$ 7,200.00	\$ 3,600.00	\$ 3,600.00	\$ -	\$ -	07-32-001-2540-8039-53520	Work Keys Assessments for highly qualified paras. Para numbers decreased due to COVID, trying to hire more paras to remain in compliance.
500-1-008-20210713	Eligible	Direct Allocation	Student Transportation	Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transportation)	12. Addressing learning loss among students, including vulnerable populations	In order to further support our students' learning loss due to COVID, tutoring will be provided. Student transportation for before/after school tutoring includes bus drivers/bus aides salaries and fuel. Increases the opportunity for students to attend tutoring. 50% of our students would benefit.	\$ 90,000.00	\$ 45,000.00	\$ 45,000.00	\$ -	\$ -	07-25-600-2700-8039-55190	Tutoring Transportation
500-1-009-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In order to address the learning loss of students who were in PreK when schools shut down due to COVID, as well as students who were not able to attend PreK due to COVID, we will offer a Kindergarten Jump Start. Kindergarten jump start teacher salaries. This will cover the cost of 28 teachers and 28 instructional aides. This will take place over one week. The cost of supplies and transportation is also included.	\$ 190,000.00	\$ 95,000.00	\$ 95,000.00	\$ -	\$ -	07-40-001-1000-8039-51200	20 hours that one week, plus one additional prep day for teacher How many students impacted? 550 Tie to Covid-students unable to attend preschool due to Covid

500-1-010-20210713	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Intervention software - KSDE approved evidenced-based intervention software will be identified by the C&I department that can be purchased to help fill in gaps in reading and math caused by COVID-19 as well. Buildings will have an opportunity to select from those software programs. To ensure fidelity of use and analysis of data, monthly check-in meetings will occur with IIOs to determine if the program is having an impact on student achievement. AVID - Avid is AVID, an acronym for Advancement Via Individual Determination, is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society, virtual school. We will pilot in one high school, two feeder middle schools, and two feeder elementary schools. Virtual School - The District will partner with Greenbush to afford the opportunity for students to participate in virtual school. The cost per student will be \$3,500.	\$ 3,690,000.00	\$ 2,345,000.00	\$ 1,345,000.00	\$ -	\$ -	07-31-001-1000-8039-56530	Intervention Software
500-1-011-20210713	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement 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	Professional development (SIOP, ECC/DRDP Training) will be necessary to equip on teachers with the necessary skills to address learning loss due to COVID-19. Therefore we will be providing SIOP professional learning series enables teachers, in all content areas, to gain knowledge of best instructional practices to support English Learners. ECC/DRDP Training on how to deliver the early childhood assessment to determine what learning loss occurred due to COVID as well as what supports to put in place to support those students. As we continue to learn more about our students learning loss, we will continue to provide PD to our teachers throughout the 21-22 school year. This will impact the majority of our 1800+ certified employees.	\$ 1,002,488.00	\$ 519,488.00	\$ 483,000.00	\$ -	\$ -	07-31-001-2213-8039-53210	Professional Development on learning loss, impacts roughly 1800 certified staff
500-1-012-20210713	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	Diverse learners, such as English Learners and students receiving special education services, have been greatly impacted by COVID. Co-teaching provides for a more inclusive educational experience for our students with disabilities, as well as English Learners. This professional learning series will equip classroom teachers with the tools and strategies for a co-taught classroom. This cost includes, training, additional materials, and on-going training. This will also cover the cost of paying general education staff to attend training for co-teaching after school hours. Approximately 100 staff members for this training. July 21-22nd Bureau of Education and Research will be the initial training dates. We will continue to find more opportunities throughout the 21-22 school year.	\$ 100,000.00	\$ 50,000.00	\$ 50,000.00	\$ -	\$ -	07-40-001-1000-8039-51200	Co-teaching training, impacts approximately 100 teachers

500-1-013-20210713	Eligible	Direct Allocation	Administrative Technology Services	Rental of Equipment and Vehicles	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our students were in remote learning for a majority of the 2020/2021 school year due to COVID. As the need for the use of technology grows, we need to increase bandwidth for the district. This will benefit 22,000 students and all of our staff.	\$ 119,900.00	\$ 109,900.00	\$ 10,000.00	\$ -	\$ -	07-26-001-2580-8039-54420	Increase in bandwidth for technology to make all educational resources accessible to all students, including those who have to quarantine. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs
500-1-014-20210713	Eligible	Direct Allocation	Safety	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	In order to mitigate due to COVID, we are purchasing Air filtration systems in 40 schools. Anticipate 2,300 units to include classrooms and office areas.	\$ 1,238,000.00	\$ 1,238,000.00	\$ -	\$ -	\$ -	07-24-005-2623-8039-57300	Air Filtration systems. Allowable if CDC guidelines are met.
500-1-015-20210713	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Due to COVID, there became an increased need to communicate with our diverse populations over health related issues, such as contact tracing. We will purchase a translation software program. This cost would cover the entire school district and provides the opportunity to send messages in over 100 languages to stakeholders in our school community.	\$ 90,000.00	\$ 45,000.00	\$ 45,000.00	\$ -	\$ -	07-80-001-1000-8039-56530	Translation services to communicate with all families about COVID practices/contact tracing
500-1-016-20210713	Eligible	Direct Allocation	Safety	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	To mitigate the spread of COVID, there will be a continued need to provide PPE for students and staff.	\$ 18,000.00	\$ 10,000.00	\$ 8,000.00	\$ -	\$ -	07-20-001-2670-8039-56100	Mitigate covid through PPE
500-1-017-20210713	Eligible	Direct Allocation	Safety	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Water bottle fillers (40 schools with 2 per building), disinfecting system (Danolyte Generator Hypochlorous System creates internal cost savings by creating our own cleaning solution instead of purchasing from vendors) to mitigate the spread of COVID-19.	\$ 305,000.00	\$ 305,000.00	\$ -	\$ -	\$ -	07-24-005-2670-8039-57300	Mitigate Covid through Bottle Fillers (eliminate use of drinking fountains to cut down on spread of germs)

500-1-018-20210713	Eligible	Direct Allocation	Administrative Technology Services	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Apple TV system, laptops for classified staff. The upgrading of technology, Apple TVs, in our schools will allow all teachers to have up to date technology for instruction. Our instructional aides will also be able to increase their capacity to support students by having the same technology as teachers and students.	\$ 546,000.00	\$ 345,000.00	\$ 201,000.00	\$ -	\$ -	07-26-001-2580-8039-56500	Students may have to quarantine due to COVID, ensure adequate technology, Did not have in-person school until March 31st. Need replacement devices. 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
500-1-019-20210713	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	In order to support our students who have socio-emotional needs as a result of COVID, we will have Social workers for summer school. Each summer school site will have a social worker on staff to support the socio-emotional needs of our students. Social workers will work 5.5 hours a day for four weeks, June 3-July 1st.	\$ 40,000.00	\$ 20,000.00	\$ 20,000.00	\$ -	\$ -	07-51-001-1800-8039-51670	Social Workers for summer school, 4 weeks
500-1-020-20210713	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement Services	10. Providing mental health services and supports	There has been an increase in our students behavioral/socio-emotional needs as a result of COVID. We will provide a professional development (trauma informed summer series, SEL resources, crisis team training). The proposed solution is to sustain the Trauma Sensitive and Resilient Schools Initiative that aligns and supports the Behavioral Health, Equity and Inclusion and Social Emotional Learning. This will include extra duty for staff for the Trauma Sensitive Summer Series, resources and mileage for Social Workers to support home visits, mental health services for school based therapists and an after school care clinic and to bridge the work of the Behavioral Health Coordinator. This proposal will impact students, families and staff. This work aligns with the KSDE SECD standards, the District's MTSS initiative, KESA and the District's Strategic Initiative Plan. The SEL resources provide rich, robust and evidence based resources that will develop Tier I supports. Tier supports will be cemented in evidence-based SEL practices with teachers, counselors and social workers that align with MTSS, KESA priorities and student achievement.	\$ 326,612.00	\$ 225,806.00	\$ 100,806.00	\$ -	\$ -	07-51-001-2213-8039-53210	Trauma sensitive trainings to address social emotional concerns caused by COVID
500-1-021-20210713	Eligible	Direct Allocation	Instruction	Software	10. Providing mental health services and supports	To further support students who are experiencing increased socio-emotional needs as a result of COVID, we will purchase the Edgenuity SEL component. Socio-emotional needs often manifests itself with behavior issues. This software will allow students who are in an alternative to suspension setting the ability to engage in socio-emotional skills. This will be provided to the middle and high school campuses.	\$ 50,000.00	\$ 25,000.00	\$ 25,000.00	\$ -	\$ -	07-31-001-1000-8039-56530	Edgenuity
500-1-022-20210713	Eligible	Direct Allocation	Student Accounting Services	Regular Certified Salaries	10. Providing mental health services and supports	There has been an increased need for support in our system around the socio-emotional needs of students due to the trauma of COVID. There will be a Coordinator for trauma informed care and services to oversee all trauma informed care initiatives for the District.	\$ 156,000.00	\$ 78,000.00	\$ 78,000.00	\$ -	\$ -	07-51-001-2114-8039-51690	Coordinator for Trauma informed care

500-1-023-20210713	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	Establish a District Care Clinic that will provide mental health services due to COVID. This will include Behavioral Health Social Workers providing direct services and 3 to 4 sessions at no cost to the student/family. The cost is estimated to be about 40,000 for 12 Social Workers to work 5 hours a week during the school year (186 days). Additional nursing staff: 1 Spanish interpreter, 3 Health Data Specialists to manage COVID contact tracing of Certified staff, Classified staff, and students and mandatory state/county COVID reporting, 7 LPNs to support recommended student:nurse ratios at high acuity/high enrollment schools, 4 Health Room Aides to support at lower acuity/high enrollment schools. Consider adding health office staff, such as a Health Office Assistant to the School Nurse	\$ 1,040,912.00	\$ 520,456.00	\$ 520,456.00	\$ -	\$ -	07-33-001-2130-8039-51420	District Care clinic- mental health services & contact tracing
500-1-024-20210713	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The Director of health services. This individual will oversee all health related services for the District. Duties of the current health services coordinator are too extensive due to COVID-19.	\$ 224,000.00	\$ 112,000.00	\$ 112,000.00	\$ -	\$ -	07-33-001-2130-8039-51610	Director of health services, will oversee district care clinic, create protocols for contract tracing/covid
500-1-025-20210713	Eligible	Direct Allocation	Health Services	Software	5. Procedures and systems to improve LEA preparedness and response efforts	Health services software for COVID contact tracing will impact all staff and students.	\$ 141,658.00	\$ 70,829.00	\$ 70,829.00	\$ -	\$ -	07-33-001-2130-8039-56530	Contract Tracing health software
500-1-026-20210713	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Director of MTSS for coordination of learning loss due to Covid as well as extended learning opportunities outside of the school day and summer school	\$ 250,000.00	\$ 125,000.00	\$ 125,000.00	\$ -	\$ -	07-31-001-2210-8039-51610	Director MTSS to address learning loss
500-1-027-20210713	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-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	Provide for excess costs associated with nutritional services. The district was able to serve 3,000 students during remote learning due to Covid through meal pick up locations and on-site delivery. Maintaining nutritional service staff employment was imperative through the pandemic for community support and the availability to feed children.	\$ 3,620,000.00	\$ 3,620,000.00	\$ -	\$ -	\$ -	07-23-700-3120-8039-51730	Nutrition costs
500-1-028-20210713	Eligible	Direct Allocation	Student Accounting Services	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	As a result of COVID, our elementary students need a structured program alternative to tutoring before and after school. Expanding Kidzone before/after school programs. Cost of the entire operation for 2 Sites 120 students AM/PM 40 a week = 172,800: Tuition Staff 12: \$16.00 an hr: 20,000 for salaries Transportation: 10,800 Nutritional Services: 5500 Enrichment Contracts(BoyScouts, 4H, Martial Arts and Girl Scouts): 30,000 Second Step: 25,000 KidZone allow students to arrive early and stay after hours in a structured setting.	\$ 568,200.00	\$ 304,100.00	\$ 264,100.00	\$ -	\$ -	07-51-001-2114-8039-51540	Structured before/after school care with supplemental academic and social emotional activities

500-1-029-20210713	Eligible	Direct Allocation	Monitoring Services	Equipment	5. Procedures and systems to improve LEA preparedness and response efforts	Additional camera for buses. This will allow for improved contact tracing due to COVID. All students and staff could potentially be impacted if children riding the bus are diagnosed with COVID. This will allow the district to determine what children were exposed by viewing seating in the buses.	\$ 185,000.00	\$ 185,000.00	\$ -	\$ -	\$ -	07-25-600-2720-8039-57300	Bus cameras for contact tracing.
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ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	258	Humboldt	550	36%	\$ 419,308	\$ 112,668	27%	\$ 156,000	\$ 268,668	\$ 156,000	64%	\$ 488
2	298	Lincoln	318	58%	\$ 246,941	\$ 232,936	94%	\$ 246,941	\$ 246,941	\$ 14,005	100%	\$ 777
3	477	Ingalls	233	36%	\$ 83,381	\$ 83,381	100%	\$ 83,381	\$ 83,381	\$ -	100%	\$ 359
Total			1,101	42%	\$ 749,630	\$ 428,985	57%	486,322	\$ 598,990	\$ 170,005	80%	\$ 544

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.



900 S.W. Jackson Street, Suite 102
 Topeka, Kansas 66612-1212
 (785) 296-3201
 www.ksde.org

Change Requests

Each LEA change request submission will include the previously approved line items. If a line item is highlighted blue, that will notate it is a change request where the district is either increasing or decreasing the amount of a specific line item that was previously approved. The exact details of the change request will be listed in the last cell of the row indicating the previously approved amount (example below).

477-1-008-20210713	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	Change Request-Originally approved for \$130,000. Replace 25 year old HVAC units at the junior/senior high school	\$ 64,815	\$ -	\$ 64,815	\$ -	\$ -	7	Change Request. Originally approved for \$130,000
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If a line item is highlighted yellow, that notates that it is a new line item which will need to be approved by the Commissioner’s Task Force and the Kansas State Board of Education. The last cell of the row should indicate the line item is new (example below).

477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	New Line Item. Purchase of updated k-6 ELA curriculum to match state standards in ELA in an effort to have updated and aligned curriculum to effect learning loss of students from the COVID pandemic	\$ 56,779	\$ 56,779	\$ -	\$ -	\$ -	7	New Line Item
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Kansas CommonApp (2020)

1662-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



IDnDAjQM

258_Humboldt_ESSER II Plan_0609

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 258 Humboldt

Applicant / Mailing Address

| 801 New York

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kay Lewis

Applicant / Email Address of Owner, CEO, or Executive Director | kay.lewis@usd258.net

Applicant / Phone Number | 6204733121

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Unified School District Humboldt

District Number | 258

Mailing Address | Street Address | 801 New York

Mailing Address City	Humboldt
Mailing Address Zip Code	66748
Authorized Representative of the District Name	Kay Lewis
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	kay.lewis@usd258.net
Authorized Representative of the District Phone Number	+16204733121
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	amber.wheeler@usd258.net
Other District Representative 2 Email Address	paula.kovacic@usd258.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

This has been a difficult year with covid. Teachers had to learn how to teach in person as well as teach on line simultaneously. Students struggled with covid as well, academically and socially. As well as expecting more from our classified staff as well. The impact on our staff 104 and our students 584 was tremendous. We provided mental health services, mental breaks, etc throughout the year. Academically our students struggled We were below or equal to the state assessment in all areas that were tested. Our SES students scored low avg in all grades were 25 students, Language arts was 15 students and science was 14 students. Our special education population scored extremely low accounting for 48 students district wide.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district would like to give all staff a \$1500 incentive/retention pay for the 2021-22 school year. This retention pay would allow us to give them a retention pay to keep all of our employees for the school year.

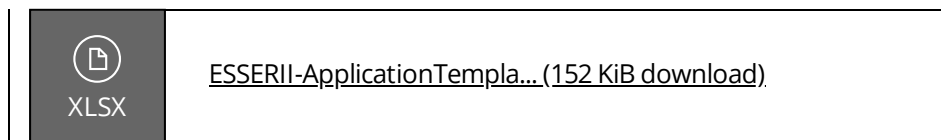
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

This retention pay would allow staff to continue to work and be in a healthy frame of mind by getting an additional benefit for all the hard work they can possibly encounter in the future.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a

contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kay Lewis

Date | 06/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
258	Humboldt	June 22, 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
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School: We will have summer school for students to help close the achievement gap due to covid. Students were chosen based on Fastbridge scores. 40% below	\$ 16,100	\$ 16,100	\$ -	\$ -	\$ -	59300	Approved at 6-9-2021 State Board Meeting. Seven teachers, one para: 60 students invited- K-12th, H.S. 4 days, Elementary/Middle 5 days. 4 hours total a day. Covering Math & Reading. (Phone Call 5/7/21)
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	We will use subs to help pay for professional development on evidence based activities to met the comprehensive needs of students. LETRS training, additional training for Fastbridge and how to look at the data, a program that will help meet the needs of teaching the science of math.	\$ 21,600	\$ 21,600	\$ -	\$ -	\$ -	59350	Approved at 6-9-2021 State Board Meeting. Paying for subs to cover classes to allow for teachers to engage in PD to learn strategies that close the learning gap caused by COVID (Phone Call 5/7/21)
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	Fastbridge will be utilized as our high quality aseessment to accurately access student's academic progress and assist teachers in meeting students academic needs.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	59400	Approved at 6-9-2021 State Board Meeting. Assess students for the learning gaps caused by COVID in March 2020 and additionally, gaps due to students quarantining throughout the school year.

477-1-008-20210713	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The computers will be utilized for in person learning to address achievement gaps caused by covid. This is for 25 computers.	\$ 28,250	\$ 28,250	\$ -	\$ -	\$ -	59450	Approved at 6-9-2021 State Board Meeting. Computers to support interventions during in-person learning. (Phone Call 5/7/21)
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	We will use the Bridges Math learning centers for summer school to improve number sense for students. This will also be used during the school year for classroom and math intervention use. The elementary shows they are at 38% considered at-risk on Fastbridge to clo assessment. We need to close this learning gap created by COVID and students quarantining.	\$ 7,950	\$ 7,950	\$ -	\$ -	\$ -	59500	Approved at 6-9-2021 State Board Meeting.
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	We are purchasing the Core Essential curriculum K-12 for social emotional well being of our students due to COVID. This is evidence based curriculum . We have 51% of our students are at-risk according to my SAEBRS data. This curriculum will be partnered with Second Step which we already have in place.	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	59500	Approved at 6-9-2021 State Board Meeting.

477-1-008-20210713	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	STAR/AR Assessment will be utilized as our high quality assessment to accurately access student's academic progress and educational needs caused by COVID, as well as assist teachers in meeting students academic needs,	\$ 3,509	\$ 3,509	\$ -	\$ -	\$ -	59550	Approved at 6-9-2021 State Board Meeting.
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We plan to utilize decodable readers at the elementary level during summer school and also during reading groups. Our elementary students scored 38% at-risk according to the Fastbridge data. We will have summer school for students to help close the achievement gap due to covid.	\$ 8,955	\$ 8,955	\$ -	\$ -	\$ -	59600	Approved at 6-9-2021 State Board Meeting.
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Workbooks	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading is a great reading resource that TASN recommends for reading. This program will be utilized to meet the comprehensive reading needs of our students. This program will be used for core instruction and intervention for K-5s.	\$ 19,704	\$ 19,704	\$ -	\$ -	\$ -	59650	Approved at 6-9-2021 State Board Meeting. Really Great Reading will be used in both summer school and during the school year to provide interventions to students who have an identified learning loss. (Phone call 5/7/21).

477-1-008-20210713	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We plan on using incentive pay/premium pay for the retention of certified and classified staff for the 2021-22 school year. We have 104 staff members. We would like to give each staff member \$1500. Which would equal \$156,000.	\$ 156,000	\$ 156,000	\$ -	\$ -	\$ -	59300	new line item
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Kansas CommonApp (2020)

1647-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mNNwgDOm

298_Lincoln_ESSER II Plan_526

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 298 Lincoln

Applicant / Mailing Address

| 133 E. Lincoln Ave P.O Box 289

Applicant / First and Last Name of Owner, CEO, or Executive Director | Scott Crenshaw

Applicant / Email Address of Owner, CEO, or Executive Director | crenshaw.scott@usd298.com

Applicant / Phone Number | 7855244436

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 | Lincoln School District

District Number | 298

Mailing Address | Street Address | 133 E. Lincoln Ave P.O Box 289

Mailing Address | City | Lincoln

Mailing Address | Zip Code | 67455

Authorized Representative of the District | Name | Scott Crenshaw

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | crenshaw.scott@usd298.com

Authorized Representative of the District | Phone Number | +17855244436

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 298, like most districts, experienced our greatest learning loss during the last spring semester of remote learning. 298 saw a decrease in student learning due to the new platform of remote learning over Zoom. Survey data shows that students and staff are struggling with social/emotional issues from this pandemic. As a small school district we have analyzed our current situation and have discovered that many of our subject area curriculum resources are between 7 and 15 years old. We see that we have a critical need for updated curriculum and resources in order to have the proper tools to address student remediation. We also see the need for a progress monitoring tool, such as FastBridge in order to provide us the necessary data to track student academic recovery. Our first focus will be on updating curriculum and monitoring student progress.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- 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 298 will focus first on updating curriculum in core content areas along with implementing a progress monitoring program. After the initial purchase of core content curriculum, we will look to hire a Title 1 teacher and title para to support learning gaps at the elementary level. We also have some HVAC issues that we will address at a later date.

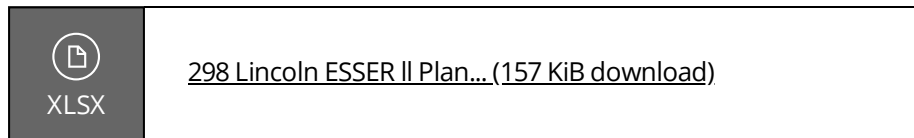
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our progress monitoring system will give us accurate data on student achievement and remediation. Updated curriculum will allow us to have effective standards based teaching and the learning from this curriculum will be monitored through the FastBridge progress monitoring system. We currently have 25 year old HVAC systems at our junior/senior high school. Replacing these systems over time will allow us to vastly improve the air quality and cleanliness at the junior/senior high school.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a

contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Scott Crenshaw

Date | 03/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
298	Lincoln	June 22, 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
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Purchase of FastBridge assessment testing to provide a progress monitoring tool to assess student learning and remediation.	\$ 6,400	\$ 6,400	\$ -	\$ -	\$ -	7	Approved at 5/11 State Board Meeting
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of Social Science curriculum for grades 6-12 to replace 15 year old curriculum.	\$ 21,536	\$ 21,536	\$ -	\$ -	\$ -	7	Approved at 5/11 State Board Meeting
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Updated line item. Originally approved for \$45,000. Purchase of updated k-12 math curriculum to match state standards in math. Additional funds needed for K-12 Math Curriculum. Budgeted amount was short \$5447.04. Math curriculum is outdated and out of alignment with state standards. Updated and aligned curriculum will allow for effective remediation of learning loss due to COVID.	\$ 50,447	\$ 50,447	\$ -	\$ -	\$ -	7	Change Request. Originally approved for \$45,000.

477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of updated 6-12 science curriculum to replace 15 year old curriculum	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	7	Approved at 5/11 State Board Meeting
477-1-008-20210713	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	Change Request-Originally approved for \$130,000. Replace 25 year old HVAC units at the junior/senior high school	\$ 64,815	\$ -	\$ 64,815	\$ -	\$ -	7	Change Request. Originally approved for \$130,000
477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	New Line item. Purchase of updated k-6 ELA curriculum to match state standards in ELA in an effort to have updated and aligned curriculum to effect learning loss of students from the COVID pandemic	\$ 56,779	\$ 56,779	\$ -	\$ -	\$ -	7	New Line Item
477-1-008-20210713	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	New Line Item. Replace 3 roof top HVAC units with high efficiency units to improve air quality in those sections of the jr high/high school.	\$ 16,964	\$ 16,964	\$ -	\$ -	\$ -	7	New Line Item- Allowable only if CDC guidelines are met.

Kansas CommonApp (2020)

1679-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



PZGgKRAQ

477_Ingalls_ESSERII_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Ingalls USD 477

Applicant / Mailing Address

| P.O. Box 99
| Ingalls, KS 67853

Applicant / First and Last Name of Owner, CEO, or Executive Director | Randy Rockhold

Applicant / Email Address of Owner, CEO, or Executive Director | rrockhold@ingallsusd477.com

Applicant / Phone Number | 620-335-5136

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) | 48-0697684


Applicant / Website Address (if applicable) | <https://www.ingallsusd477.com/>

Applicant / Mission Statement (if applicable)

| Ingalls is committed to maintaining the core values of a small rural school with a family-like atmosphere. USD 477 utilizes relevant instruction and shared leadership to provide academic, social, emotional, and character education opportunities.

This focus on the whole person enables all school community members to flourish. The Ingalls school community values the individual student, and strives to meet each and every need. Relationships, relevance, responsive culture, and rigor are our priority as we prepare every child for career, vocational, and college success. We will ensure students develop the academic skills, cognitive skills, technical skills, employability skills, civic responsibility, and character necessary to be productive citizens.

Applicant / Board Member List *(if applicable)*

 DOCX	2020-21 Board Members.doc... (11 KiB download)
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Application details

Full District Name		Ingalls USD 477
District Number		477
Mailing Address Street Address		100 Bulldog Drive
Mailing Address Street Address		Box 99
Mailing Address City		Ingalls
Mailing Address Zip Code		67853
Authorized Representative of the District Name		Randy Rockhold
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		rrockhold@ingallsusd477.com
Authorized Representative of the District Phone Number		+16203355136
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 resulted in extensive social, emotional, physical, and academic impact on students and staff members. The Communities That Care Survey indicates a significant social/emotional impact on USD 477 students. Of students surveyed 47.8% of our students felt sad or hopeless almost every day for two weeks or more. This is an incidence rate 16.2% higher than the state average. The data also identifies that 21.7% of our students seriously thought about killing themselves during the past year, and 17.4% of our students made a plan to kill themselves. This is 3% and 5.5% higher respectively than the state average. This data drove us to pursue training, and expand suicide awareness, intervention, and prevention strategies

and skills. We currently have one counselor that serves all students PreK-12th grade. USD 477 will use ESSER II funds to hire a full-time social worker to provide needed support. The district will use surveys, a data dashboard that is being developed by SWPRSC, citizenship rubrics, and Fastbridge social/emotional benchmarks to evaluate the effectiveness of interventions. USD 477 will use \$30,381.00 of our ESSER II funds to offset a portion of the new social worker's salary. The pandemic has also taken a significant toll on the well-being of staff members. It is imperative that USD 477 institutes premium to ensure we maintain our staff, and train our staff to deal with the needs that our students have developed. Ingalls will use \$47,000.00 to provide staff with premium pay and \$6,000.00 for staff development.

Does the district have remaining ESSER II funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 477 will use ESSER II funds to hire a full-time social worker. This will ensure we have the necessary support to meet the social and emotional needs of our students. The pressure on our counseling program and the identifiable need that students have for social and emotional support has grown exponentially since the onset of the pandemic. USD 477 will use \$30,381.00 of our ESSER II funds to offset a portion of the new social worker's salary.

USD 477 will use ESSER II funds to retain highly qualified staff. All staff members will be provided \$1000 in premium pay on December 10th, 2021. It is imperative to retain our highly qualified staff to ensure the academic, social, emotional, and physical needs of our students are met. Retaining our quality staff members will greatly increase our likelihood of ensuring all student learning loss is addressed. USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention.

Student learning loss and social, emotional concerns that have been drastically increased by the pandemic require staff development and training. To ensure our staff members are fully trained and prepared to meet the needs of students our district has added eleven additional staff development days for the 2021-22 school year. The additional staff development that was necessitated by the pandemic will cost the district an additional \$6,000.00 per staff development day. The allocation that is requested for staff development will allow the district to facilitate the additional need for training, plan implementation, and student assistance team planning. USD 477 will use \$6,000.00 of our ESSER II funds to pay staff to attend one day of the additional staff development that is necessary to overcome the impact of the COVID-19 pandemic.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use social/emotional surveys, a data dashboard that is being developed by SWPRSC, grade level citizenship rubrics, student assistance team data, and Fastbridge social/emotional benchmarks to evaluate the effectiveness of our interventions.

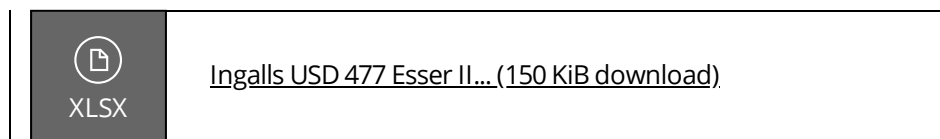
Staff satisfaction and retention will be monitored to ensure the efforts we are making to train and retain staff are effective.

Notes on ESSER II application Excel template:

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(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Randy Rockhold

Date | 06/17/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
477	Ingalls	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
477-1-001-20210713	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	USD 477 currently has one full-time counselor. The counselor cannot adequately support the social/emotional needs of all students PreK-12. USD 477 will hire a full-time social worker to ensure the social/emotional needs of all students are met.	\$ 30,381	\$ -	\$ 30,381	\$ -	\$ -	06-2122-111	Already sent to State Board for Approval on 5/11
477-1-002-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 477 certified staff will be given \$1,000.00 as premium pay in December 2021. 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.	\$ 19,000	\$ -	\$ 19,000	\$ -	\$ -	06-1000-111	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."
477-1-003-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Ingalls USD 477 added 11 staff development days to ensure staff members receive training, develop implementation plans, and engage in student intervention planning to overcome the learning loss due to the COVID-19 pandemic. These resources will pay for 1 day of salaries for 30 certified staff members so they can attend staff development.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	06-1000-111	new line item

477-1-004-20210713	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 477 counselors will be given \$1,000.00 as premium pay in December 2021. 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 support to be socially, emotionally and academically healthy which was impacted COVID-19.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	06-2122-111	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."
477-1-005-20210713	Eligible	Direct Allocation	Improvement of Instruction Services	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	USD 477 para-professionals will be given \$1,000.00 as premium pay in December 2021. 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.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	06-2210-210	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."
477-1-006-20210713	Eligible	Direct Allocation	Systems Operations	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 477 Secretaries will be given \$1,000.00 as premium pay in December 2021. 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.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	06-2235-121	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."

477-1-007-20210713	Eligible	Direct Allocation	Board Secretary/Clerk Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The USD 477 clerk will be given \$1,000.00 as premium pay in December 2021. 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.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	06-2312-121	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."
477-1-008-20210713	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	USD 477 principals will be given \$1,000.00 as premium pay in December 2021. 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.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	06-2410-111	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."
477-1-009-20210713	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 477 custodians will be given \$2,000.00 as premium pay in December 2021. 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.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	06-2610-121	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."

477-1-010-20210713	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Full-Time Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	The USD 477 bus mechanic will be given \$1,000.00 as premium pay in December 2021. 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.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	06-2730-121	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."
477-1-011-20210713	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Full-Time Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	USD 477 cooks will be given \$1,000.00 as premium pay in December 2021. 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.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	24-3120-121	new line item. Per narrative, "USD 477 will use \$47,000.00 of our ESSER II funds to ensure our staff members are paid at a level to ensure retention."

ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	259	Wichita	45,158	77%	\$ 75,503,105	\$ 43,589,144	58%	\$ 43,589,144	100%	\$ 965
2	272	Waconda	293	42%	\$ 238,868	\$ 238,868	100%	\$ 238,868	100%	\$ 816
3	345	Seaman	3,736	35%	\$ 1,214,581	\$ 1,214,581	100%	\$ 1,214,581	100%	\$ 325
4	346	Jayhawk	555	55%	\$ 435,141	\$ 384,050	88%	\$ 384,050	100%	\$ 692
5	367	Osawatomie	1,027	61%	\$ 954,345	\$ 954,345	100%	\$ 954,345	100%	\$ 930
6	383	Manhattan-Ogden	6,310	38%	\$ 3,227,828	\$ 3,007,828	93%	\$ 3,007,828	100%	\$ 477
7	454	Burlingame Public School	268	48%	\$ 218,946	\$ 161,000	74%	\$ 161,000	100%	\$ 601
8	456	Marais Des Cygnes Valley	209	57%	\$ 198,957	\$ 186,630	94%	\$ 186,630	94%	\$ 836
9	461	Neodesha	690	60%	\$ 598,392	\$ 69,423	12%	\$ 69,423	100%	\$ 101
Total			58,244	69%	\$ 82,590,163	\$ 49,805,869	60%	\$ 49,805,869	100%	\$ 855

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)

1668-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JoKAXKkj

259_Wichita Public Schools_ESSER II Plan_0616

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Wichita Public Schools

Applicant / Mailing Address

| 903 S Edgemoor
| Wichita, KS 67218

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dee Dee Stroot

Applicant / Email Address of Owner, CEO, or Executive Director | dstroot@usd259.net

Applicant / Phone Number | 316-973-4000

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Website Address (if applicable) | usd259.org

Application details

Full District Name | Wichita Public Schools

District Number	259
Mailing Address Street Address	903 S Edgemoor
Mailing Address Street Address	903 S Edgemoor
Mailing Address City	Wichita, KS
Mailing Address Zip Code	67218
Authorized Representative of the District Name	Dee Dee Stroot
Authorized Representative of the District Position or Title	Executive Director of Innovation & Implementation
Authorized Representative of the District Email Address	dstroot@usd259.net
Authorized Representative of the District Phone Number	+13169734000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	swillis@usd259.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had significant impact on USD 259 in many ways. One major impact was a loss of 2621 students for 2020-21 enrollment leading to a \$12 million funding loss for the District. The District also lost about \$3 million in Nutrition Services revenue and about \$1 million in Medicaid reimbursement. The District moved quickly to invest over \$24 million in technology in May of 2020 to prepare for 2020-21 remote learning options, a much faster and much larger investment in technology than was ever imagined. Technology expenses, including internet access, has only grown from there. As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on the mental health needs of both students and staff, expressing needs for more counselors, social workers, psychs and other mental health supports for students who have feelings of isolation, depression, anger and disengagement. ELL students in particular have high mental health needs as the language barrier exacerbated the emotional trauma. Our students with disabilities lost the ability to peer model for most of the school year, particularly those who were medically fragile. Our homeless population, normally around 1000 annually, dipped to 450 at one point, indicating our homeless students were not captured by the normal safety nets in place. Learning loss is still being measured, but the needs assessment indicates students will need a lot of academic support to recover, starting with robust summer school in 2021.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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.

Wichita Public Schools will use the ESSER II funds to support: Summer School, needed facilities work, instructional support and human capital to address learning loss, student recovery, technology, mental health supports including behaviors as a result of being remote and/or struggling with trauma, and staff retention.

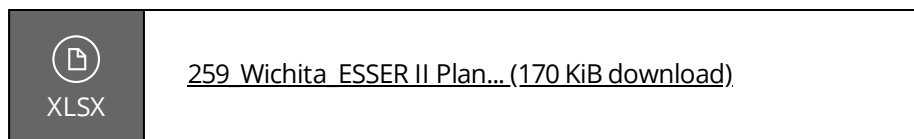
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Each project and approved ESSER request will have specific data to support its effectiveness. This includes but is not limited to: teacher retention, FastBridge and predictive interim data, students recovered, credits recovered, attendance, social and emotional data.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.

- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dee Dee Stroot

Date | 06/22/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District N	Data as of
259	Wichita	July 2, 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
259-1-001-2021-0713	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$ 10,532,600	\$ 10,532,600	\$ -	\$ -	\$ -	54948-10000	Per applicant, The purchases for this request are as follow, 8000 iPads with LTE capability to support PreK - 2nd grade students, which also includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services, total cost of \$4,942,400. We purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3 12th grade students and also includes deployment, 4 years of accidental warranty and 2 years of summer refresh services, total cost of \$5,590,200.

259-1-002-2021-0713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (including hardware, software, and connectivity) for the LEA's computers software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$ 1,467,400	\$ 1,467,400	\$ -	\$ -	\$ -	54948-10000	Per applicant, This is for budgeted supplies (e.g. computer bags, cases, ipad pens, monitors, speakers, headsets, etc.)
259-1-003-2021-0713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	56013-10000	Per applicant, 44 Paraeducators sub/temp for Summer Safari

259-1-004-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 67,640	\$ 67,640	\$ -	\$ -	\$ -	56013-100001
259-1-005-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 10,630	\$ 10,630	\$ -	\$ -	\$ -	56013-100001

259-1-006-2021-0713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 845,000	\$ 845,000	\$ -	\$ -	\$ -	56013-100001	Per applicant, 220 Certified Teachers for Summer Safari.
259-1-007-2021-0713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 110,000	\$ 110,000	\$ -	\$ -	\$ -	56013-100001	Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, math manipulatives, scissors, consumable student supplies, chart paper, etc.)

259-1-008-2021-0713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	56013-100002
259-1-009-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 31,140	\$ 31,140	\$ -	\$ -	\$ -	56013-100002

259-1-010-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,910	\$ 4,910	\$ -	\$ -	\$ -	56013-100002	
259-1-011-2021-0713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 381,000	\$ 381,000	\$ -	\$ -	\$ -	56013-100002	Per applicant, 132 Certified Teachers for Summer Exploration.

259-1-012-2021-0713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	56013-100002	Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).
259-1-013-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	56013-100003	

259-1-014-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 170	\$ 170	\$ -	\$ -	\$ -	56013-100003	
259-1-015-2021-0713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	56013-100003	Per applicant, 5 Certified Teachers for 8th Grade Math Bridge Academy.

259-1-016-2021-0713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	56013-100003	Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).
259-1-017-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 8,270	\$ 8,270	\$ -	\$ -	\$ -	56013-100004	

259-1-018-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,300	\$ 1,300	\$ -	\$ -	\$ -	56013-100004	
259-1-019-2021-0713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 108,000	\$ 108,000	\$ -	\$ -	\$ -	56013-100004	Per applicant, 64 Certified Teachers for Extended Learning Opportunity.

259-1-020-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 11,580	\$ 11,580	\$ -	\$ -	\$ -	56013-100005	
259-1-021-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,860	\$ 1,860	\$ -	\$ -	\$ -	56013-100005	

259-1-022-2021-0713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 151,000	\$ 151,000	\$ -	\$ -	\$ -	56013-100005	Per applicant, 10 Addendum for Learning Center Teachers, 16 classroom teachers for Learning Center, 2 PE teachers, 1 STS.
259-1-023-2021-0713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,800	\$ 4,800	\$ -	\$ -	\$ -	56013-100005	Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).

259-1-024-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,150	\$ 1,150	\$ -	\$ -	\$ -	56013-100006	
259-1-025-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 190	\$ 190	\$ -	\$ -	\$ -	56013-100006	

259-1-026-2021-0713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	56013-100006	Per applicant, 2 Certified Teachers for July Learning Center.
259-1-027-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 19,440	\$ 19,440	\$ -	\$ -	\$ -	56013-210001	

259-1-028-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,070	\$ 3,070	\$ -	\$ -	\$ -	56013-210001	
259-1-029-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 254,000	\$ 254,000	\$ -	\$ -	\$ -	56013-210001	Per applicant, 22 nurses & 44 CST staff for Summer Safari.

259-1-030-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 8,190	\$ 8,190	\$ -	\$ -	\$ -	56013-210002	
259-1-031-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Other Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,310	\$ 1,310	\$ -	\$ -	\$ -	56013-210002	

259-1-032-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 107,000	\$ 107,000	\$ -	\$ -	\$ -	56013-210002	Per applicant, 11 nurses & 22 CST Staff for Summer Exploration.
259-1-033-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 230	\$ 230	\$ -	\$ -	\$ -	56013-210003	

259-1-034-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 50	\$ 50	\$ -	\$ -	\$ -	56013-210003	
259-1-035-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	56013-210003	Per applicant, 1 addendum for 8th Grade Math Bridge Academy.

259-1-036-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,690	\$ 3,690	\$ -	\$ -	\$ -	56013-210004	
259-1-037-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Other Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 600	\$ 600	\$ -	\$ -	\$ -	56013-210004	

259-1-038-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 48,000	\$ 48,000	\$ -	\$ -	\$ -	56013-210004	Per applicant, 8 nurses & 16 CST staff for Extended Learning Opportunity.
259-1-039-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,060	\$ 4,060	\$ -	\$ -	\$ -	56013-220001	

259-1-040-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 650	\$ 650	\$ -	\$ -	\$ -	56013-220001	
259-1-041-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	56013-220001	Per applicant, 22 Coordinators for Summer Safari.

259-1-042-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,070	\$ 2,070	\$ -	\$ -	\$ -	56013-220002	
259-1-043-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 340	\$ 340	\$ -	\$ -	\$ -	56013-220002	

259-1-044-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 27,000	\$ 27,000	\$ -	\$ -	\$ -	56013-220002	Per applicant, 11 Coordinators for Summer Exploration.
259-1-045-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 230	\$ 230	\$ -	\$ -	\$ -	56013-220003	

259-1-046-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 50	\$ 50	\$ -	\$ -	\$ -	56013-220003	
259-1-047-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	56013-220003	Per applicant, 1 Supplemental for 8th Grade Math Bridge Academy.

259-1-048-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	56013-220004	Per applicant, 64 stipends for Extended Learning Opportunity.
259-1-049-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,750	\$ 4,750	\$ -	\$ -	\$ -	56013-220004	

259-1-050-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 770	\$ 770	\$ -	\$ -	\$ -	56013-220004	
259-1-051-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 49,000	\$ 49,000	\$ -	\$ -	\$ -	56013-220004	Per applicant, 8 Supplementals for Extended Learning Opportunity.

259-1-052-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 390	\$ 390	\$ -	\$ -	\$ -	56013-220005
259-1-053-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 70	\$ 70	\$ -	\$ -	\$ -	56013-220005

259-1-054-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	56013-220005	Per applicant, 1 Coordinator for HS Learning Center.
259-1-055-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	56013-240001	Per applicant, 22 Clerical Support for Summer Safari.

259-1-056-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,690	\$ 1,690	\$ -	\$ -	\$ -	56013-240001	
259-1-057-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 280	\$ 280	\$ -	\$ -	\$ -	56013-240001	

259-1-058-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	56013-240002	Per applicant, 18 Clerical Support for Summer Exploration.
259-1-059-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,840	\$ 1,840	\$ -	\$ -	\$ -	56013-240002	

259-1-060-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 300	\$ 300	\$ -	\$ -	\$ -	56013-240002	
259-1-061-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	56013-240005	Per applicant, 1 Clerical Support for HS Learning Center.

259-1-062-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 160	\$ 160	\$ -	\$ -	\$ -	56013-240005
259-1-063-2021-0713	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 40	\$ 40	\$ -	\$ -	\$ -	56013-240005

259-1-064-2021-0713	Eligible	Direct Allocation	Student Transportation	Student Transportation	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -	56013-270001	
259-1-065-2021-0713	Eligible	Direct Allocation	Student Transportation	Student Transportation	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 133,365	\$ 133,365	\$ -	\$ -	\$ -	56013-270002	

259-1-066-2021-0713	Eligible	Direct Allocation	Student Transportation	Student Transportation	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 66,683	\$ 66,683	\$ -	\$ -	\$ -	56013-270004	
259-1-067-2021-0713	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 43,000	\$ 43,000	\$ -	\$ -	\$ -	56013-310001	Per applicant, 44 Cooks & Aides for Summer Safari.

259-1-068-2021-0713	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,290	\$ 3,290	\$ -	\$ -	\$ -	56013-310001
259-1-069-2021-0713	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 530	\$ 530	\$ -	\$ -	\$ -	56013-310001

259-1-070-2021-0713	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	56013-31000-2	Per applicant, 22 Cooks & Aides for Summer Exploration.
259-1-071-2021-0713	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,690	\$ 1,690	\$ -	\$ -	\$ -	56013-31000-2	

259-1-072-2021-0713	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 280	\$ 280	\$ -	\$ -	\$ -	56013-310002
259-1-073-2021-0713	Eligible	Direct Allocation	Support Services (Students)	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	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 270,000	\$ -	\$ 90,000	\$ 90,000	\$ 90,000	56017-210000

259-1-074-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 49,800	\$ -	\$ 16,600	\$ 16,600	\$ 16,600	56017-210000	
259-1-075-2021-0713	Eligible	Direct Allocation	Support Services (Students)	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	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 20,100	\$ -	\$ 6,700	\$ 6,700	\$ 6,700	56017-210000	

259-1-076-2021-0713	Eligible	Direct Allocation	Support Service (Students)	Other Employee Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 19,200	\$ -	\$ 6,400	\$ 6,400	\$ 6,400	56017-210000	-
259-1-077-2021-0713	Eligible	Direct Allocation	Support Service (Students)	Group Insurance	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 422,280	\$ -	\$ 140,760	\$ 140,760	\$ 140,760	56036-210001	-

259-1-078-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 225,095	\$ -	\$ 75,032	\$ 75,032	\$ 75,032	56036-210001	-
259-1-079-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 139,246	\$ -	\$ 46,415	\$ 46,415	\$ 46,415	56036-210001	-

259-1-080-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 2,942,412	\$ -	\$ 980,804	\$ 980,804	\$ 980,804	56036-210001
259-1-081-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	10. Providing mental health services and supports	The district performed an initial needs assessment asking students and staff how COVID has impacted their mental health and ability to perform school/work. For staff, the overwhelming responses included the need to talk to mental health professionals more frequently for low/no cost. The district has a mechanism to address some mental health needs of staff through its Employee Assistance Program, but the number of low cost/free visits is insufficient to meet the high mental health needs of staff due to the stress of COVID both personally and professionally. Staff has also suffered seeing the physical, mental and financial health impacts of COVID on students and families. We plan to expand our EAP services, including increasing the number of staff self-referrals from 6 to 10 visits per year for three years. Additionally, we would add Computer Based Cognitive Therapy for those less inclined to want to talk in person about mental health. This service provides a customized and self-paced approach to therapy. The vendor will provide mobile platforms to allow employees to have tools and resources at their fingertips no matter where they are. This is a program that can be scaled back as staff regain their mental health post-COVID. The provider is willing to lock in pricing for up to five years, making this a very affordable improvement to our EAP and an efficient use of ESSER dollars. Staff mental health surveys will measure effectiveness of program over time. Program could be tweaked based on feedback after year one.	\$ 255,000	\$ -	\$ 85,000	\$ 85,000	\$ 85,000	56039-220001

259-1-082-2021-0713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 11,866,324	\$ -	\$ 11,866,324	\$ -	\$ -	56040-100001	Per applicant, Approximately 10,000+ students could be affected. Really, this buy up has the potential to serve all of our population at one point or another as those who are outside of special education may support learnings gaps. This includes a buy up for mainly students with disabilities, however it also includes general education & Title I paras as well. Number of current staff - 1,381. Of those FTE 184 are currently vacant. The hope is that the increase in hours and benefits will attract applicants.
259-1-083-2021-0713	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 4,497,406	\$ -	\$ 4,497,406	\$ -	\$ -	56040-100001	

259-1-084-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 907,774	\$ -	\$ 907,774	\$ -	\$ -	56040-100001	
259-1-085-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 432,378	\$ -	\$ 432,378	\$ -	\$ -	56040-100001	

259-1-086-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 282,970	\$ -	\$ 282,970	\$ -	\$ -	56040-21000-1	Per applicant, Number of current staff - 9. Of those FTE, 2 are vacant. They have the potential affect all students who receive a related service as they are floated to multiple buildings and support where needed.
259-1-087-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 126,161	\$ -	\$ 126,161	\$ -	\$ -	56040-21000-1	

259-1-088-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 21,647	\$ -	\$ 21,647	\$ -	\$ -	56040-21000-1
259-1-089-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted student academics and behavior. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional and service-related gaps due to COVID. To do this, many shared the need for more support within the building to allow for smaller groups, more individualized instruction, as well as the need to recognize that some related services were not able to be provided due to school shutdowns and students being remote. Administrators and staff noted how learning from home was a barrier to some students. Not being able to be face to face for a portion of the year did not allow for intensive instruction and therapy. Social distancing prevented the small group instruction to address specific needs of students. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support the learning needs of some students. The district would like to increase the allocation of all existing support para-FTE from their current allocation to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting students who did not receive the related services that were necessary, as well as students who were not able to take in the instruction and services from a distance. Effectiveness will be measured by related service provider reports, surveys to stakeholders, and academic and applicable screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 11,994	\$ -	\$ 11,994	\$ -	\$ -	56040-21000-1

259-1-090-2021-0713	Eligible	Direct Allocation	Support Service - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 600,000	\$ -	\$ 200,000	\$ 200,000	\$ 200,000	56041-220004	-
259-1-091-2021-0713	Eligible	Direct Allocation	Support Service - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 45,900	\$ -	\$ 15,300	\$ 15,300	\$ 15,300	56041-220004	-

259-1-092-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 12,600	\$ -	\$ 4,200	\$ 4,200	\$ 4,200	56041-220004	-
259-1-093-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 2,400,000	\$ -	\$ 800,000	\$ 800,000	\$ 800,000	56041-220004	-

259-1-094-2021-0713	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 149,040	\$ -	\$ 49,680	\$ 49,680	\$ 49,680	56043-100001	-
259-1-095-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 77,694	\$ -	\$ 25,898	\$ 25,898	\$ 25,898	56043-100001	-

259-1-096-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 48,104	\$ -	\$ 16,035	\$ 16,035	\$ 16,035	56043-100001	-
259-1-097-2021-0713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 1,015,602	\$ -	\$ 338,534	\$ 338,534	\$ 338,534	56043-100001	-

259-1-098-2021-0713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 478,645	\$ -	\$ 478,645	\$ -	\$ -	56051-10000-1	Per applicant, Number of current staff - 9. Of those FTE, 2 are vacant. They have the potential affect all students who receive a related service as they are floated to multiple buildings and support where needed.
259-1-099-2021-0713	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition	\$ 169,988	\$ -	\$ 169,988	\$ -	\$ -	56051-10000-1	

259-1-100-2021-0713	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 36,616	\$ -	\$ 36,616	\$ -	\$ -	56051-100001
259-1-101-2021-0713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 17,290	\$ -	\$ 17,290	\$ -	\$ -	56051-100001

259-1-102-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 3,440	\$ -	\$ 3,440	\$ -	\$ -	56051-21000-1	Per applicant, Approximately 50 students could be affected. This para title is being phased out is intermingled with the paras from row 259-1-098-20210713. Number of current staff FTE: 1 (no vacancies).
259-1-103-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 1,474	\$ -	\$ 1,474	\$ -	\$ -	56051-21000-1	

259-1-104-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 263	\$ -	\$ 263	\$ -	\$ -	56051-21000-1
259-1-105-2021-0713	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Lack of opportunity for conversational English and Language Development. Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 145	\$ -	\$ 145	\$ -	\$ -	56051-21000-1

259-1-106-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 60,787	\$ -	\$ 20,262	\$ 20,262	\$ 20,262	56041-220003	-
259-1-107-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 37,417	\$ -	\$ 12,472	\$ 12,472	\$ 12,472	56041-220003	-

259-1-108-2021-0713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 794,604	\$ -	\$ 264,868	\$ 264,868	\$ 264,868	56041-220003	-
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Kansas CommonApp (2020)

1670-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



kgmVpdNe

272_Waconda_ESSER II Plan_0617

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 272

Applicant / Mailing Address

| 708 Locust Street, P.O. Box 326
| Cawker City, KS 67430

Applicant / First and Last Name of Owner, CEO, or Executive Director | Jesse Janssen

Applicant / Email Address of Owner, CEO, or Executive Director | jesse.janssen@usd272.org

Applicant / Phone Number | 7857814328

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | USD 272 Waconda School District

District Number | 272

Mailing Address | Street Address | 708 Locust Street

Mailing Address | Street Address | P.O. Box 326

Mailing Address | City | Cawker City

Mailing Address | Zip Code | 67430

Authorized Representative of the District | Name | Jesse Janssen

Authorized Representative of the District | Position or Title | Superintendent of Schools

Authorized Representative of the District | Email Address | jesse.janssen@usd272.org

Authorized Representative of the District | Phone Number | +16209523705

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 major educational and emotional toll on all staff, students, parents, and community members. From March 2020 when our district had to finish out the school year remotely to the multiple quarantines and illnesses that occurred during the 2020-2021 school year, Covid-19 has stolen time and opportunity from our students. Time to learn, time to socialize with others, and time to grow emotionally in safe learning environments. Out of all of our students, those who are in poverty have been impacted the most. Factors that impacted this group were a lack of time for parents to help their children with their school work when they were learning remotely, slower internet connections, and difficulty maintaining a routine/schedule for student success. This population group consists of approximately 120 of our 320 PreK-12 students which is almost 50% of our student body. USD 272 is focused on using ESSER II money to help close learning gaps for students, provide enrichment and new learning opportunities, and to ensure a safe return and operation of school for 2021-2022 and beyond.

Does the district have remaining ESSER II funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 272 has focused these ESSER II expenditures being applied for in the areas of closing student learning gaps, bringing back programs that were taken away during Covid-19, and providing a continued support structure for students moving forward. The Vocal Teacher will not only enhance learning, but they will close the learning gaps for fine arts students who have been without a Vocal Teacher for the last year. This will also decrease class sizes to help social distance students following Covid-19 protocols.

The After School program and Summer Success/Jump Start programs are designed to close learning gaps, catch students up who fell behind, and improve student academic success.

The technology needs in the classrooms are to enhance learning, provide for remote learning and exploring abilities, and to enable more use of technology for students and staff in the classroom while spreading out and social distancing due to Covid-19. Adding a part-time tech person will allow us to better keep up with technology needs so that we can maintain flexibility and capability for any learning structure or style that might be needed this coming school year due to Covid-19.

We are focused on providing safe transportation and learning environments that allow for socially distancing due to Covid-19 protocols which is why we are switching out from a 10 passenger van to a school bus for our regular transportation route and purchasing space-saving desks and chairs that will allow for group work and distancing of students in the classroom much easier than the large and cumbersome desks that we currently use.

We are adding a classroom aide at the elementary school to help provide group work, one-on-one on academic and social/emotional wellbeing for our students, and it will decrease student numbers in the learning groups to follow Covid-19 protocols.

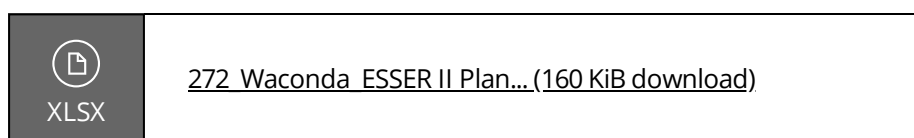
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

A technology survey, student impact survey, and parent survey will be administered at the start of the 2021-2022 school year, at semester, and at the end of the 2021-2022 school year to determine how the new programs, technology, and interventions have helped student learning and their learning environment. Additionally, teachers will track student grades, content mastery, and performance before students attend the Summer Success and After School programs and afterwards to determine academic gains and content mastery gap closure.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in

liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jesse Janssen

Date | 06/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
272	Waconda	July 2, 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
272-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We lost our K-12 Vocal Teacher at the start of Covid-19, and we did not replace that position during the 2020-2021 school year. We would like to bring back this position to decrease student numbers in all of the Music classes so that we can allow students to take this Fine Arts class once again and to close the learning gaps that have occurred due to the Vocal instruction lost over the last school year. Additionally, it would allow us to spread students out to maintain social distances due to Covid-19 protocols.	\$ 60,000	\$ -	\$ 30,000	\$ 30,000	\$ -	58-1000-110-00	
272-1-002-20210713	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	This would be the cost of employee benefits for the Vocal teaching position that we would bring back to close learning gaps and begin to strengthen our Fine Arts program once again.	\$ 12,000	\$ -	\$ 6,000	\$ 6,000	\$ -	58-1000-200-00	
272-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We need to hire an elementary aid in order to help the elementary teachers work with students in smaller groups and even allow for some one-on-one assistance when needed to close student learning gaps and address any content areas that students are missing due to Covid-19 and the loss of learning opportunities for students.	\$ 34,000	\$ -	\$ 17,000	\$ 17,000	\$ -	58-1000-120-00	

272-1-004-20210713	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	This would be the cost of employee benefits for the elementary aid position that we would add to decrease learning group numbers, allow for more one-on-one learning, and help to decrease learning gaps for students.	\$ 12,000	\$ -	\$ 6,000	\$ 6,000	\$ -	58-1000-200-00
272-1-005-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We have implemented Summer Success and Jump Start programs for students during the summer in order to close the learning gaps that have occurred over the last three semesters. These programs are specifically designed to address content areas of weakness and catch students up to where they could have been if Covid-19 had not caused such a halt to learning.	\$ 14,200	\$ 7,100	\$ 7,100	\$ -	\$ -	58-1000-110-00
272-1-006-20210713	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	This would be the cost of employee benefits for the teachers who staff the Summer Success and Jump Start programs to close learning gaps due to Covid-19.	\$ 1,800	\$ 900	\$ 900	\$ -	\$ -	58-1000-200-00
272-1-007-20210713	Eligible	Direct Allocation	Instruction	Other Purchased Services	11A. Planning and implementing summer learning or enrichment programs	We added a field trip and celebration of Summer Success and Jump Start programs at the end of each program during the summer. This is to reward students for attending the program to close learning gaps due to Covid-19 and is an educational event that students will be enriched from.	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	58-1000-500-00
272-1-008-20210713	Eligible	Direct Allocation	Vehicle Operation	Vehicles (includes school buses)	2. Coordination of COVID-19 preparedness and response efforts	Prior to Covid19, we had been using a 10 passenger bus to transport students on one of our daily transportation routes. Since Covid-19, we have used a backup bus to transport students for the route to spread students out. The backup bus was not intended to be used daily due to its age and condition, and we need to purchase another bus to replace the temporary bus so that the route can continue with a bus over the upcoming school years.	\$ 24,500	\$ -	\$ 24,500	\$ -	\$ -	58-2710-732-00

272-1-009-20210713	Eligible	Direct Allocation	Administrative Technology Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	We do not have a Tech staff member in our district to work on student and staff devices. Due to Covid-19, we now have devices for all students and staff which is a large increase in technology and technology repairs and maintenance. We would like to hire a part time Tech Assistant to update devices, make minor repairs, and help to keep our technology infrastructure going.	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	58-2580-120-00
272-1-010-20210713	Eligible	Direct Allocation	Instruction	Property	2. Coordination of COVID-19 preparedness and response efforts	We have very old and large student desks with the chairs attached in our junior high classrooms. These desks take up a lot of space and prevent the students from effectively being separated into learning groups and/or spaced out in the classrooms according to Covid-19 protocols. The desks and chairs we would like to purchase are designed for space savings, can be arranged in multiple learning pods and designs, and will allow students to be more socially distanced for Covid-19 protocols.	\$ 21,001	\$ -	\$ 21,001	\$ -	\$ -	58-1000-700-00
272-1-011-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We have a daily After School program for our elementary and junior high school students to provide tutoring and one-on-one academic help in order to close learning gaps due to Covid-19. As students close learning gaps from the past struggles, continued After School assistance will help to ensure that those learning gaps stay closed in the future.	\$ 31,500	\$ 4,000	\$ 13,750	\$ 13,750	\$ -	58-1000-110-00
272-1-012-20210713	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	This would be the employee benefits covered for the teachers who staff the After School programs to close learning gaps due to Covid-19.	\$ 2,500	\$ -	\$ 1,250	\$ 1,250	\$ -	58-1000-200-00

272-1-013-20210713	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We need to purchase wireless adapters for staff and student devices to project their work and to be used if remote learning is needed due to Covid-19. We also need to purchase additional projectors, document cameras, and speakers for classrooms so that each of our classrooms have the ability to have the class remote in with other students, access content that would normally be unavailable to students, and to enrich the learning environment for our students.	\$ 17,000	\$ -	\$ 17,000	\$ -	\$ -	58-1000-734-00	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
272-1-014-20210713	Eligible	Direct Allocation	Instruction	Technology-Related Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	We have implemented a communication platform called SeeSaw to be used with teachers, students, and parents at the elementary school. This platform allows for Covid-19 information and updates to be shared out quickly, and it allows for student information to be shared from home to school if that student must be at home due to an exposure or sickness.	\$ 2,367	\$ 789	\$ 789	\$ 789	\$ -	58-1000-735-00	

Kansas CommonApp (2020)

1672-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



LzAbklRq

345_Seaman_ESSER II Plan_0614

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 | Seaman USD 345

Applicant / Mailing Address

| 901 NW Lyman Rd
| Topeka, KS 66608

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Steve P. Noble

Applicant / Email Address of Owner, CEO, or Executive Director | steve.noble@usd345.com

Applicant / Phone Number | 785-575-8600

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) | 48-0724503

Applicant / Website Address (if applicable) | www.seamanschools.org

Applicant / Mission Statement (if applicable)

Prepare each student for lifelong success through strong and healthy relationships, rigorous and relevant learning, and a responsive and caring culture that maximizes student talents, aspirations, and community contributions.

Application details

Full District Name	USD 345 Seaman Public Schools
District Number	345
Mailing Address Street Address	Same
Mailing Address Street Address	901 NW Lyman Rd
Mailing Address City	Topeka
Mailing Address Zip Code	66608
Authorized Representative of the District Name	Steve Noble
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	steve.noble@usd345.com
Authorized Representative of the District Phone Number	+17855758600
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jwetig@usd345.com
Other District Representative 2 Email Address	bhorton@usd345.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.

Seaman students experienced various learning environments during the 20-21 school year. Changes in learning environments, limited onsite learning, quarantining, and mitigation strategies impacted learning. Once on-site we were able to monitor learning using grades, formative assessments, and summative assessments. Preschool saw a decline in enrollment in the 1st semester, particularly with 3 year old students not participating in programming. Elementary students displayed a significant decrease in beginning of the year scores as compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments. Mid-year scores showed gains but some grades were still behind previous year performance. Our Title I Schoolwide elementary schools with the highest poverty rates saw the greatest deficiency in scores all year. Secondary classes of students saw an increase in the total number of Fs students

received in the first semester. 166 (27%) middle schoolers received at least one F first semester during COVID, up from 43 (7%) students the previous semester prior to COVID. At our high school 286 (24%) students received at least one F, up from 218 (15%) the previous semester prior to COVID. This higher number of students were not learning or engaging at normal levels in their classroom. Secondary MAP data showed a similar pattern. There was less growth than expected in math and negative growth in reading. Higher numbers of students in poverty and students with disabilities performed at lower levels and received more Fs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

USD 345 will utilize remaining ESSER I funds to increase direct academic support for students in the core areas of math and language arts through additional staffing. The district will use additional funding with ESSER I and ESSER II to support both an additional Math Teacher and Reading Specialist position within the district.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income

students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 345 is mitigating learning loss through strengthening core curriculum, extended learning opportunities, and additional core staffing to support ELA and Math. The most essential intervention for learning is a strong Tier I core program. To ensure we close learning gaps we must incorporate evidence based curricular programming. This programming must address fidelity to grade level standards and incorporate structured literacy components that focus on foundational skills. We will purchase evidence based ELA curriculum for K-3, math for grades K-8. These foundational grade levels and courses are a priority. Middle school student data demonstrated a high need for closing learning gaps and K-3 are critical foundational learning years. Additionally we have designed summer programming to support students who have missed standards and are underperforming at specified levels using a number of data points, i.e. assessment scores, attendance rates, classroom performance, grades, social emotional needs, etc. We expect to spend approximately 80% of ESSER II funds to provide evidence based curriculum. Approximately 17% will be used to provide summer programming focusing on instructional practices that are hands-on, project or problem based. The remaining 3% will be spent on supporting student deficiency in reading through the direct support of a reading specialist within the district.

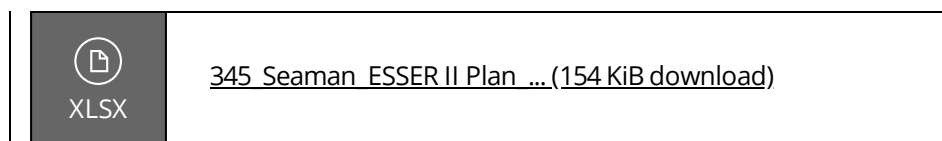
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 345 has an established district strategic plan, KESA plan, MTSS process that includes a balanced assessment system that monitors student learning. We will determine impact by monitoring grades, universal screeners in math, reading, and social emotional data. Additionally, we will implement qualitative surveys to analyze academic and social emotional needs in our district. We will compare data from school years prior to COVID, data from the COVID year to our future data. We have instituted collaborative grade level/content area teams, building leadership teams and district level leadership teams via a continuous feedback loop to systematically review and analyze data that monitors individual student, grade level, building level and district level progress.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Steve P. Noble

Date | 06/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
345	Seaman	7/1/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Objective 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
345-1-001-20210713	Eligible	Direct Allocation	Instruction	Supplies & Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Research based curriculum focused on establishing a strong Tier I core program in ELA and math. These new resources will help close the learning gap identified during the pandemic.	\$ 971,666	\$ -	\$ 971,666	\$ -	\$ -	7	Per applicant to clarify Tiers 2 and 3 support, "Tier 2 and 3 students' supports will focus on building our instructional capacity to provide evidence-based instructional practices. We hired a reading specialist who will provide job-embedded professional development, ensuring best practices in literacy in our Tier 2 and 3 classrooms. We have also added a math position at our high school to reduce class sizes in Tier 2 and 3 math intervention programming. Further, The core curriculum we selected contains embedded resources for interventions. By implementing this evidence-based curriculum, we can meet the needs of more students through core instruction and reduce the number of students needing Tier 2 and 3 supports."June 28: Per Narrative: Elementary students displayed a significant decrease in beginning of the year scores as compared to data from 2019 by as much as 21% in math and 23% in reading using our Acadience benchmarking assessments. Mid-year scores showed gains but some grades were still behind previous year performance. Our Title I Schoolwide elementary schools with the highest poverty rates saw the greatest deficiency in scores all year. Secondary classes of students saw an increase in the total number of Fs students received in the first semester. 166 (27%) middle schoolers received at least one F first semester during COVID, up from 43 (7%) students the previous semester prior to COVID. At our high school 286 (24%) students received at least one F, up from 218 (15%) the previous semester prior to COVID. This higher number of students were not learning or engaging at normal levels in their classroom. Secondary MAP data showed a similar pattern. There was less growth than expected in math and negative growth in reading. Higher numbers of students in poverty and students with disabilities performed at lower levels and received more Fs. USD 345 is mitigating learning loss through strengthening core curriculum, extended learning opportunities, and additional core staffing to support ELA and Math. The most essential intervention for learning is a strong Tier I core program. To ensure we close learning gaps we must incorporate evidence based curricular programming. This programming must address fidelity to grade level standards and incorporate structured literacy components that focus on foundational skills. We will purchase evidence based ELA curriculum for K-3, math for grades K-8. These foundational grade levels and courses are a priority. Middle school student data demonstrated a high need for closing learning gaps and K-3 are critical foundational learning years. Per applicant to clarify Tiers 2 and 3 support, "Tier 2 and 3 students' supports will focus on building our instructional capacity to provide evidence-based instructional practices. We hired a reading specialist who will provide job-embedded professional development, ensuring best practices in literacy in our Tier 2 and 3 classrooms. We have also added a math position at our high school to reduce class sizes in Tier 2 and 3 math intervention programming. Further, The core curriculum we selected contains embedded resources for interventions. By implementing this evidence-based curriculum, we can meet the needs of more students through core instruction and reduce the number of students needing Tier 2 and 3 supports."

345-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer academic programming to support students who are underperforming as identified (i.e. assessment, attendance, classroom performance, SECD, etc.) utilizing a hands-on, project based model.	\$ 206,478	\$ 206,478	\$ -	\$ -	\$ -	7	<p>Per applicant, "Our summer program was personalized to each of our building needs. Staffing and student participation are contained in the list below. The first number refers to the number of staff, and the second number refers to enrolled students.</p> <ul style="list-style-type: none"> •Mathes Early Learning Center- 8 staff and 40 students •Logan Elementary- 12 staff and 90 students •Northern Hills Elementary- 10 staff and 72 students •Elmont Elementary- 7 staff and 68 students •North Fairview Elementary- 6 staff and 45 students •West Indianola Elementary- 9 staff and 73 students •Seaman Middle School- 4 staff and 28 students •Seaman High School- 9 staff and 60 students. •Summer programming duration is approximately 3 to 4 weeks."
345-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional staffing to support student deficiency in reading (i.e. comprehension, fluency, phonics, etc.) will be strengthened by utilizing ESSER II funds to add a Reading Specialist within the district.	\$ 36,437	\$ -	\$ 36,437	\$ -	\$ -	7	

Kansas CommonApp (2020)

1310-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

346 Jayhawk ESSER II Plan 0409



AxqPodeG

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

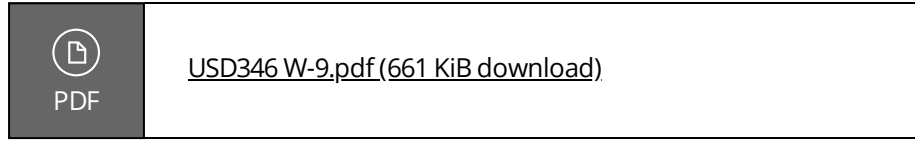
Applicant / Website Address (if applicable) | www.usd346.org

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](#)



Application details

Full District Name	Jayhawk
District Number	346
Mailing Address Street Address	PO Box 278
Mailing Address Street Address	414 S. 5th Street
Mailing Address City	Mound City
Mailing Address Zip Code	66056
Authorized Representative of the District Name	Shawn Thomas
Authorized Representative of the District Position or Title	Superintendent of schools
Authorized Representative of the District Email Address	sthomas@usd346.org
Authorized Representative of the District Phone Number	+19137952247
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	drhynerson@usd346.org
Other District Representative 2 Email Address	kmcgrew@usd346.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.

Since March, 2020 our students have experienced a fairly substantial disruption to their academic progress. Test scores show 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 lower 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 within the lowest socio-economic range, and they have few resources to deal with the learning and social disruptions caused by COVID. They have been especially hard hit by the disruption in formal schooling and the loss of typical programming in our community this year. We have lost staff due to the pandemic as well as the continued decline in enrollment leading to struggles with maintaining smaller class sizes and student to teacher ratios.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 346 plans to add two positions that will have a direct impact on student safety and the learning loss incurred due to Covid-19. 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 areas of Math, Reading, and science. In addition, USD 346 plans to give premium retention pay to those licensed and classified employees who 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. USD 346 will also offer a three week credit recovery program for secondary students who were unable to stay on track for graduation through learning loss due to Covid-19.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to follow its normal school improvement 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 our 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 are using ESSER funds to provide greater support at the middle and secondary levels in the form of additional staff aimed at providing research based interventions for students testing 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 ESSER II expenditures.

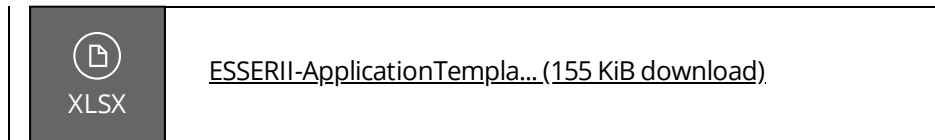
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II

reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification

and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Shawn Thomas

Date | 06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
346	Jayhawk	June 28, 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
346-1-001-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-002-20210713	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	87	
346-1-003-20210713	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	87	

346-1-004-20210713	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	87	
346-1-005-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$1,300 per staff member.
346-1-006-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-007-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$1,300 per staff member.

346-1-008-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$1,300 per staff member.
346-1-009-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$1,300 per staff member.
346-1-010-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-011-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$1,300 per staff member.

346-1-012-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-013-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-014-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-015-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$1,300 per staff member.

346-1-016-20210713	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 technoogy 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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-017-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-018-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.
346-1-019-20210713	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	\$ -	\$ -	87	Per applicant the amount equates to \$750 per staff member.

Kansas CommonApp (2020)

1100-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

367_Osawatomie_ESSER II Plan_0326



yzQmvegR

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 367

Applicant / Mailing Address

| 1200 Trojan Drive
| Osawatomie KS 66064

Applicant / First and Last Name of Owner, CEO, or Executive Director | Justin Burchett

Applicant / Email Address of Owner, CEO, or Executive Director | burchett@usd367.org

Applicant / Phone Number | 913-755-4172

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) | 48-0698824

Applicant / Website Address (if applicable) | www.usd367.org

Application details

Full District Name	Osawatomie
District Number	367
Mailing Address Street Address	1200 Trojan Drive
Mailing Address Street Address	USD 367
Mailing Address City	Osawatomie
Mailing Address Zip Code	66064
Authorized Representative of the District Name	Justin Burchett
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	burchett@usd367.org
Authorized Representative of the District Phone Number	+19137554172
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 367 has operated with five days a week, in-person learning as the primary instructional model for the entirety of the 2020-2021 school year. We started the school year with 20% of our students utilizing the district's home based, remote learning model. By the start of the second semester, that number had reduced to 7%. As the majority of our students were learning in-person, significant time, energy, and resources were consumed in making sure we could provide a safe and socially distanced learning environment for staff and students. This included a significant amount of extra duties assigned to staff that were outside of their contracted day or assigned duty.

We have also discovered significant learning gaps occurring with home based students. This includes the majority of secondary students (67% of middle school and 87% of high school) who were home based during the first semester having lower grade point averages than the same period the year prior. Additionally, home based secondary students have a course failure rate that is higher than their non-home based peers. OHS reported a 300% increase, compared to norms, in ineligible students for the second semester of 2020-2021. Approximately 75% of these ineligible students were home based students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district's utilization of the ESSER-II resources is centered upon three main areas of emphasis: Kindergarten Readiness for our community's birth to 3 population that either did not access formal preschool education during the pandemic or lost out on traditional learning experiences in and out of home during the pandemic, providing for the social emotional needs and physical safety needs of staff and students, and implementing programming that occurs both inside and outside of the school day to offset the observed learning losses of our students.

As we have already expended all ESSER-1 and SPARK funds to safely remain in operation this school year, we have outstanding expenditures relating to providing remote learning during the second semester of 2020-2021 and payment of extra duty wages to staff who were assigned duties outside of their contract day or contractual duties.

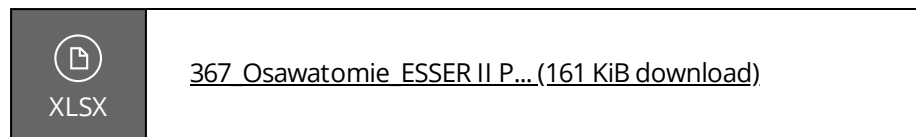
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district utilizes a Multi Tiered System of Support model in all district buildings and will use its preexisting systems to monitor the impact of the ESSER-II expenditures. We regularly track attendance, behavioral, cognitive, and social emotional needs of our students through a series of screeners and progress monitoring. Success of interventions is determined by observing changes in data and input from each building's Building Leadership Team.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Justin Burchett

Date | 06/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
367	Osawatomie	July 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
367-1-001-20210713	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	Expansion of USD 367 At-Risk three and four year old preschool program through the addition of 1 additional classroom teacher. To address the increased number of eligible four and three year olds who did not receive the opportunity to enroll in 2020-2021 due to COVID concerns from family and social distancing protocols. Also, to address the learning loss that occurred from preschool age children who lost learning	\$ 46,762	\$ -	\$ 46,762	\$ -	\$ -	11 E 1000 110 5000 000	
367-1-002-20210713	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Health benefits for expansion of At-Risk Preschool program (teacher)	\$ 5,760	\$ -	\$ 5,760	\$ -	\$ -	11 E 1000 213 5000 000	

367-1-003-20210713	Eligible	Direct Allocation	Instruction	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 payroll taxes for expansion of At-Risk Preschool program (teacher)	\$ 3,800	\$ -	\$ 3,800	\$ -	\$ -	11 E 1000 220 5000 000	
367-1-004-20210713	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	Expansion of USD 367 At-Risk three and four year old preschool program through the addition of 1 additional classroom teacher's aide. To address the increased number of eligible four and three year olds who did not receive the opportunity to enroll in 2020-2021 due to COVID concerns from family and social distancing protocols. Also, to address the learning loss that occurred from preschool age children who lost learning	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	11 E 1000 120 5000 000	

367-1-005-20210713	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Health benefits for expansion of At-Risk Preschool program (aide)	\$ 5,760	\$ -	\$ 5,760	\$ -	\$ -	11 E 1000 213 5000 000	
367-1-006-20210713	Eligible	Direct Allocation	Instruction	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 payroll taxes for expansion of At-Risk Preschool program (aide)	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	11 E 1000 220 5000 000	

367-1-007-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salaries (two positions) for At Risk Summer Preschool program to address the learning loss in early childhood students who did not experience traditional opportunities during the COVID pandemic	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	11 E 1000 110 5000 001	
367-1-008-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Teacher FICA payroll taxes (two positions) for At Risk Summer Preschool program	\$ 900	\$ -	\$ 900	\$ -	\$ -	11 E 1000 220 5000 000	
367-1-009-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Aide salaries (two positions) for At Risk Summer Preschool program	\$ 7,680	\$ -	\$ 7,680	\$ -	\$ -	11 E 1000 120 5000 001	
367-1-010-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Aide FICA payroll taxes (two positions) for At Risk Summer Preschool program	\$ 600	\$ -	\$ 600	\$ -	\$ -	11 E 1000 220 5000 000	
367-1-011-20210713	Eligible	Direct Allocation	Instruction	LEA Payments to COOPs/Interlocals	10. Providing mental health services and supports	Salary (less SPED categorical aide) for school social worker hired to address SEL needs of district students arising from COVID pandemic	\$ 38,044	\$ 20,800	\$ 17,244	\$ -	\$ -	30 E 1000 564 0000 000	

367-1-012-20210713	Eligible	Direct Allocation	Instruction	LEA Payments to COOPs/Interglobals	10. Providing mental health services and supports	FICA payroll taxes for school social worker hired to address SEL needs of district students arising from COVID pandemic	\$ 7,378	\$ 3,825	\$ 3,553	\$ -	\$ -	30 E 1000 564 0000 000	
367-1-013-20210713	Eligible	Direct Allocation	Instruction	LEA Payments to COOPs/Interglobals	10. Providing mental health services and supports	Health benefits for school social worker hired to address SEL needs of district students arising from COVID pandemic	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	30 E 1000 564 0000 000	
367-1-014-20210713	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Payment to local mental health clinic for providing embedded case manager at Trojan and Swenson elementaries to assist district in addressing SEL needs of district students arising from COVID pandemic	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	13 E 1000 3000 0000 000	
367-1-015-20210713	Eligible	Direct Allocation	Support Services - General Administration	Purchased Professional & Technical Services	10. Providing mental health services and supports	Staff employee assistance program costs to provide mental health support services to staff during COVID pandemic	\$ 6,212	\$ 2,632	\$ 3,580	\$ -	\$ -	06 E 2300 300 1000 100	
367-1-016-20210713	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Student mental health support services to provide mental health support services to students during COVID pandemic	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	13 E 2100 300 0000 000	
367-1-017-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Trojan Elementary homebased student instructor salary for students learning via remote during the 2020-2021 school year.	\$ 25,134	\$ 25,134	\$ -	\$ -	\$ -	06 E 1000 110 1000 000	Per narrative, "As we have already expended all ESSER-1 and SPARK funds to safely remain in operation this school year, we have outstanding expenditures relating to providing remote learning during the second semester of 2020-2021."

367-1-018-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Trojan Elementary homebased student instructor FICA payroll taxes for students learning via remote during the 2020-2021 school year.	\$ 1,653	\$ 1,653	\$ -	\$ -	\$ -	06 E 1000 220 1000 000	
367-1-019-20210713	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Trojan Elementary homebased student instructor health insurance benefits for students learning via remote during the 2020-2021 school year.	\$ 2,880	\$ 2,880	\$ -	\$ -	\$ -	06 E 1000 213 1000 000	
367-1-020-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Osawatomie Middle School homebased student instructor salary for students learning via remote during the 2020-2021 school year.	\$ 21,612	\$ 21,612	\$ -	\$ -	\$ -	06 E 1000 110 1000 000	Per narrative, "As we have already expended all ESSER-1 and SPARK funds to safely remain in operation this school year, we have outstanding expenditures relating to providing remote learning during the second semester of 2020-2021."
367-1-021-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Osawatomie Middle School homebased student instructor FICA payroll taxes for students learning via remote during the 2020-2021 school year.	\$ 1,653	\$ 1,653	\$ -	\$ -	\$ -	06 E 1000 220 1000 000	
367-1-022-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Osawatomie High School homebased student instructor salary for students learning via remote during the 2020-2021 school year.	\$ 3,482	\$ 3,482	\$ -	\$ -	\$ -	06 E 1000 110 1000 000	Per narrative, "As we have already expended all ESSER-1 and SPARK funds to safely remain in operation this school year, we have outstanding expenditures relating to providing remote learning during the second semester of 2020-2021."

367-1-023-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Osawatomie High School homebased student instructor FICA payroll taxes for students learning via remote during the 2020-2021 school year.	\$ 266	\$ 266	\$ -	\$ -	\$ -	06 E 1000 220 1000 000
367-1-024-20210713	Eligible	Direct Allocation	Instruction	Supplies & Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Odysseyware licenes used with secondary remote learners during the 2020-2021 school year.	\$ 13,542	\$ 13,542	\$ -	\$ -	\$ -	13 E 1000 600 0000 000
367-1-025-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Osawatomie High School credit recovery summer school teacher salaries for the 2021 and 2022 summers.	\$ 11,114	\$ 11,114	\$ -	\$ -	\$ -	13 E 1000 110 0000 000
367-1-026-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Osawatomie High School credit recovery summer school teacher FICA payroll taxes for the 2021 and 2022 summers.	\$ 850	\$ 850	\$ -	\$ -	\$ -	13 E 1000 220 0000 000
367-1-027-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Osawatomie High School credit recovery summer school aide salary for the 2021 and 2022 summers.	\$ 2,891	\$ 2,891	\$ -	\$ -	\$ -	13 E 1000 120 0000 000

367-1-028-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Osawatomie High School credit recovery summer school aide FICA payroll taxes for the 2021 and 2022 summers.	\$ 220	\$ 220	\$ -	\$ -	\$ -	13 E 1000 220 0000 000	
367-1-029-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary of a District After School Program director teaching position to create, plan and embed acadmic intervention and enrichment programs into the district's after school program.	\$ 48,171	\$ -	\$ 48,171	\$ -	\$ -	06 E 1000 110 1000 000	Per narrative, "implementing programming that occurs both inside and outside of the school day to offset the observed learning losses of our students."
367-1-030-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA payroll taxes for a District After School Program director teaching position to create, plan and embed acadmic intervention and enrichment programs into the district's after school program.	\$ 3,685	\$ -	\$ 3,685	\$ -	\$ -	06 E 1000 220 1000 000	
367-1-031-20210713	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Health benefits for a District After School Program director teaching position to create, plan and embed acadmic intervention and enrichment programs into the district's after school program.	\$ 5,760	\$ -	\$ 5,760	\$ -	\$ -	06 E 1000 213 1000 000	
367-1-032-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Additional nursing salary expenses to provide for a safe learning environment during the March 2021 to June 2022 time period	\$ 55,031	\$ 15,464	\$ 39,567	\$ -	\$ -	06 E 2100 110 1000 000	

367-1-033-20210713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Additional nursing FICA payroll expenses to provide for a safe learning environment during the March 2021 to June 2022 time period	\$ 4,210	\$ 1,183	\$ 3,027	\$ -	\$ -	06 E 2100 220 1000 000
367-1-034-20210713	Eligible	Direct Allocation	Support Services (Students)	Health and Accident Insurance	2. Coordination of COVID-19 preparedness and response efforts	Additional nursing health benefits expenses to provide for a safe learning environment during the March 2020to June 2022 time period	\$ 9,600	\$ 3,840	\$ 5,760	\$ -	\$ -	06 E 2100 213 1000 000
367-1-035-20210713	Eligible	Direct Allocation	Instruction	Property	3. Providing principals and other school leaders with resources to address individual school needs	Replacement of classroom tables with individual student desks to allowfor a safe and socially distanced classroom at OMS and OHS.	\$ 166,500	\$ -	\$ 166,500	\$ -	\$ -	16 E 1000 700 000 101
367-1-036-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional development to address the learning loss associated with the COVID-19 pandemic and its impact on student outcomes.	\$ 300	\$ 300	\$ -	\$ -	\$ -	06 E 1000 110 1000 001
367-1-037-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Professional development to address the learning loss associated with the COVID-19 pandemic and its impact on student outcomes.	\$ 23	\$ 23	\$ -	\$ -	\$ -	06 E 1000 220 1000 001

Kansas CommonApp (2020)

1657-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

383 Manhattan-Ogden_ESSER II Plan_0604



PeNDBqVd

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 | Manhattan-Ogden USD 383

Applicant / Mailing Address

| 2031 Poyntz Ave
| Manhattan, KS 66502

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Marvin Wade, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | marvinw@usd383.org

Applicant / Phone Number | 785-587-2000

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) | Lew Faust, Director of Business Services

Fiscal Agent / Email (if applicable) | lewf@usd383.org

Fiscal Agent / Mailing Address (if applicable)

| 2031 Poyntz Ave
| Manhattan, KS 66502

Application details

Full District Name		Manhattan-Ogden
District Number		383
Mailing Address Street Address		2031 Poyntz Ave
Mailing Address City		Manhattan
Mailing Address Zip Code		66502
Authorized Representative of the District Name		Lew Faust
Authorized Representative of the District Position or Title		Director of Business Services
Authorized Representative of the District Email Address		lewfa@usd383.org
Authorized Representative of the District Phone Number		+17855872000
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 caused the total shutdown of in-person learning during the last quarter of FY 2020. In the fall of 2020 the district operated in a hybrid learning model, which also providing a full remote learning option for approximately 900 students in the district. Students and staff initially struggled with both the hybrid and full remote options. These were both novel learning delivery models and there were growing pains for students, staff and parents within the district.

As the fall semester of 2020 progressed some students and parents expressed frustrations with hybrid learning models and the struggles with technology experienced by students and some educators. Some teachers adapted well to the online delivery models, while others struggled and professional development activities continued throughout to help them become more comfortable with Canvas and the delivery systems in place.

Highly motivated students were able to continue their educational progress, but students who were not in this category tended to struggle and fall behind. The benefits of face-to-face instruction were magnified during the struggles with hybrid learning and the district began planning to fully reopen during the 2021 spring semester.

Staffing additions, additional overloads within the secondary schedule and the addition of extensive personal protective equipment where class sizes would be larger were planned and completed to allow for instruction to be face-to-face five days/week during the spring semester of 2021. We were able to successfully operate the entire semester without any disruption of the normal daily schedule.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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.

Manhattan-Ogden plans to continue to offer a five day/week face-to-face learning model in 2021-22. The remote learning option will not be offered and thus our class sizes will increase, in comparison to the spring of 2021. We will continue the additional teaching positions and overloads that we implemented in the spring semester of 2021. The district may add more positions or overloads if the numbers dictate, to keep sizes at a manageable level that is safe for students and staff. We established parameters for the 2021 spring semester, which will be continually reviewed and adjusted to maintain a safe learning environment.

We have plans to operate a learning recovery summer school program for both the summer of 2021 and 2022. This learning opportunity will address learning gaps that have occurred since March 2020 and create a foundation for success moving into the subsequent school year.

The district moved to a full one-to-one iPad model ahead of schedule in response to COVID-19 and virtual learning needs. We will support this initiative moving forward in terms of maintaining and replacing equipment to ensure our students continue to have full online access, both in and outside of the school building.

We will provide resources to sustain our Job Corp program, that has experienced a dramatic student count decline due to travel restrictions and protocols implemented by the Federal government. We anticipate this need will continue in FY 2022 and possibly into FY 2023, depending on how travel restrictions are modified over time.

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 primary goals for the ESSER II funds is to provide a safe face-to-face instructional delivery model for all of our students. If we can continue to operate without disruptions caused by increased positivity rates, then we are being successful.

Secondly, if our student performance indicators stabilize and do not show a decline moving forward, then our instructional efforts to provide remediation where needed and additional supports are meeting student needs. We continue to implement MTSS across the district and utilize additional funds to support intervention activities in core academic areas.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[383_Manhattan-Ogden_ESSER... \(156 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lew Faust

Date | 06/03/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
383	Manhattan-Ogden	June 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	Account Number	Notes
383-1-001-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional elementary teaching staff (3.5 FTE) to maintain class size limitations and physical distancing.	\$ 382,500	\$ 67,500	\$ 180,000	\$ 135,000	\$ -	71	
383-1-002-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional middle school teaching staff (3.0 FTE) to maintain class size limitations and physical distancing.	\$ 270,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ -	71	
383-1-003-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional middle school teaching staff (3.0 FTE) to maintain class size limitations and physical distancing.	\$ 270,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ -	71	
383-1-004-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional high school teaching staff (4.0 FTE) and additional overloads (10-15) to maintain class size limitation and physical distancing.	\$ 495,000	\$ 180,000	\$ 180,000	\$ 135,000	\$ -	71	

383-1-005-20210713	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time certified salaries for Jump Start learning recovery summer program. Target of 40 additional staff/summer program.	\$ 144,000	\$ 36,000	\$ 108,000	\$ -	\$ -	71	Per applicant, "The Jump Start program is intended to provide learning recovery/acceleration for 540 students. The program will have 36 teachers and 18 support staff workers (aides). The program will have four instructional mornings/week for a four week period each summer (late June into the third week of July). The target population is students with an identified need for learning recovery or intervention using Tier 3, ELL, FAST scores, KELPA, state assessment data and attendance metrics."
383-1-006-20210713	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Full-time classroom aides (4)in identified high need areas during academic years.	\$ 130,000	\$ 32,500	\$ 97,500	\$ -	\$ -	71	Per applicant, "Targeted classroom aides for additional support and assistance for students who return to school or enter school for the first time and have experienced learning deficits due to remote learning or not enrolling/engaging in school during the 2020-21 school year. We experienced a lower number of students enrolled (300) across the district and many who return will have either not been enrolled or successful in their school experiences since March 2020. Parents may want to enroll students in first grade, due to their age, but they did were not enrolled in kindergarten during 2020-21."
383-1-007-20210713	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time support staff (18) for Jump Start summer learning recovery program.	\$ 28,800	\$ 7,200	\$ 21,600	\$ -	\$ -	71	See Row 383-1-005-20210713

383-1-008-20210713	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Student Supervision expenses for safe operations and physical distancing.	\$ 50,880	\$ 40,000	\$ 10,880	\$ -	\$ -	71	Per applicant, "During 2020-21 and moving forward we have to maintain physical distancing during times when students typically would be in large groups. We paid classified staff their normal wage rate to supervise small groups of students before school, during lunch and recess times and after school to avoid having a congregation of students in a small space, such as the gymnasium or commons area prior to school in the morning. Prior to the COVID-19 pandemic we paid a set lower rate for supervision and typically it was for a large group setting or large number of students during meal times or at recess. This was strictly due to social distancing recommendations established by the CDC and local health agency."
383-1-009-20210713	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Health Insurance benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 161,486	\$ 38,496	\$ 61,495	\$ 61,495	\$ -	71	
383-1-010-20210713	Eligible	Direct Allocation	Instruction	Long-Term Disability Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Disability Insurance benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 10,322	\$ 3,084	\$ 4,148	\$ 3,090	\$ -	71	
383-1-011-20210713	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	FICA benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 131,606	\$ 39,314	\$ 52,893	\$ 39,399	\$ -	71	

383-1-012-20210713	Eligible	Direct Allocation	Instruction	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 3,441	\$ 1,028	\$ 1,383	\$ 1,030	\$ -	71	
383-1-013-20210713	Eligible	Direct Allocation	Instruction	Worker's Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Workers Compensation benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 25,805	\$ 7,709	\$ 10,371	\$ 7,725	\$ -	71	
383-1-015-20210713	Eligible	Direct Allocation	Instruction	Instructional Services	12. Addressing learning loss among students, including vulnerable populations	Contract Services for instructional learning services for Jump Start summer learning recovery program. (Field trips and classroom guest presentations)	\$ 10,000	\$ 2,500	\$ 7,500	\$ -	\$ -	71	See Row 383-1-005-20210713
383-1-016-20210713	Eligible	Direct Allocation	Instruction	Student Transportation Services	12. Addressing learning loss among students, including vulnerable populations	Transportation Services for students for Jump Start summer learning recovery program. Trips to and from base site and additional trips for enrichment learning experiences.	\$ 20,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ -	71	See Row 383-1-005-20210713
383-1-017-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Instructional supplies for Jump Start summer learning recovery program for 36 classrooms.	\$ 7,200	\$ 1,800	\$ 3,600	\$ 1,800	\$ -	71	See Row 383-1-005-20210713

383-1-018-20210713	Eligible	Direct Allocation	Instruction	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	Software application license for individualized mathematics learning recovery activities to support in-person instruction for all elementary students.	\$ 268,896	\$ 268,896	\$ -	\$ -	\$ -	71	Per narrative, Highly motivated students were able to continue their educational progress, but students who were not in this category tended to struggle and fall behind. The benefits of face-to-face instruction were magnified during the struggles with hybrid learning and the district began planning to fully reopen during the 2021 spring semester.
383-1-019-20210713	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	Ipads, cases, power cords and blocks to support 1:1 technology and full digital learning options for all students. 500 charging cords and blocks and 250 iPads/year.	\$ 415,000	\$ 207,500	\$ 207,500	\$ -	\$ -	71	Per narrative, The district moved to a full one-to-one iPad model ahead of schedule in response to COVID-19 and virtual learning needs. We will support this initiative moving forward in terms of maintaining and replacing equipment to ensure our students continue to have full online access, both in and outside of the school building.
383-1-020-20210713	Eligible	Direct Allocation	Support Services - Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Two Coordinators for Jump Start summer learning recovery program in 2021 and 2022.	\$ 7,200	\$ 1,800	\$ 3,600	\$ 1,800	\$ -	71	See Row 383-1-005-20210713
383-1-021-20210713	Eligible	Direct Allocation	Support Services - Instruction	Long-Term Disability Insurance	12. Addressing learning loss among students, including vulnerable populations	Disability Insurance benefits for Jump Start program Coordinators.	\$ 44	\$ 22	\$ 22	\$ -	\$ -	71	

383-1-022-20210713	Eligible	Direct Allocation	Support Services - Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	FICA benefits for Jump Start program Coordinators.	\$ 550	\$ 275	\$ 275	\$ -	\$ -	71	
383-1-023-20210713	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment benefits for Jump Start program Coordinators.	\$ 14	\$ 7	\$ 7	\$ -	\$ -	71	
383-1-024-20210713	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Workers Compensation benefits for Jump Start program Coordinators.	\$ 108	\$ 54	\$ 54	\$ -	\$ -	71	
383-1-025-20210713	Eligible	Direct Allocation	Other Support Services - Central Services	Full-Time Non-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	Five additional classified summer support staff to collect, clean, organize and update iPads for subsequent academic year.	\$ 50,000	\$ 25,000	\$ 25,000	\$ -	\$ -	71	Per applicant, "To allow for a remote learning option for our students/families were accelerated our 1:1 iPad initiative and purchased the equipment to be fully 1:1 at the K-12 level. We will have students check in their equipment and the end of each year and the units must be cleaned, sanitized, reimaged and prepared for distribution for the upcoming academic year. This will ensure that all students have an updated and sanitary device at the start of the academic year and software & applications to support both in-person and remote instruction will be updated, should a student have to engage in temporary or long-term remote learning in the future."

383-1-026-20210713	Eligible	Direct Allocation	Other Support Services - Central Services	Group Insurance	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	Health Insurance benefits for individuals hired for summer support staff functions in IT Services.	\$ 15,000	\$ 7,500	\$ 7,500	\$ -	\$ -	71	
383-1-027-20210713	Eligible	Direct Allocation	Other Support Services - Central Services	Long-Term Disability Insurance	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	Disability benefits for individuals hired for summer support staff functions in IT Services.	\$ 300	\$ 150	\$ 150	\$ -	\$ -	71	

383-1-028-20210713	Eligible	Direct Allocation	Other Support Services - Central Services	FICA - Employer's Contribution	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	FICA benefits for individuals hired for summer support staff functions in IT Services.	\$ 3,826	\$ 1,913	\$ 1,913	\$ -	\$ -	71	
383-1-029-20210713	Eligible	Direct Allocation	Other Support Services - Central Services	Unemployment Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Unemployment benefits for individuals hired for summer support staff functions in IT Services.	\$ 100	\$ 50	\$ 50	\$ -	\$ -	71	

383-1-030-20210713	Eligible	Direct Allocation	Other Support Services - Central Services	Worker's Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Worker's Compensation benefits for individuals hired for summer support staff functions in IT Services.	\$ 750	\$ 375	\$ 375	\$ -	\$ -	71	
383-1-031-20210713	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE and supplies for safe operations. Hand sanitizer, dispensing stations and additional PPE materials as needs present themselves.	\$ 85,000	\$ 42,500	\$ 42,500	\$ -	\$ -	71	
383-1-032-20210713	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC filters in dated systems to improve air quality. Primarily at our 9th grade attendance center, which is an older facility with dated air handling systems to maintain a safe environment for students and staff.	\$ 20,000	\$ 10,000	\$ 10,000	\$ -	\$ -	71	Allowable if CDC guidelines are met

Kansas CommonApp (2020)

1677-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



maXzplqO

454_Burlingame_ESSER II Plan_0617

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 454

Applicant / Mailing Address

| 100 Bloomquist Dr Ste A
| Burlingame, Kansas 66413

Applicant / First and Last Name of Owner, CEO, or Executive Director | Marcy Cassidy

Applicant / Email Address of Owner, CEO, or Executive Director | cassidy@usd454.net

Applicant / Phone Number | 7856543328

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 | Burlingame School District

District Number | 454

Mailing Address Street Address		100 Bloomquist Dr Ste A
Mailing Address Street Address		100 Bloomquist Dr Ste A
Mailing Address City		Burlingame
Mailing Address Zip Code		66413
Authorized Representative of the District Name		Dr. Marcy Cassidy
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		cassidy@usd454.net
Authorized Representative of the District Phone Number		+17856543328
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 Pandemic has had a tremendous negative impact on all of the students in the Burlingame community. (277 students) Many of our students do not have the financial resources to have computers or hot spots at their homes, so getting them connected to virtual school was a very slow process. (approximately 30 %) Students most impacted by the Pandemic were those who came from broken homes where parental support and guidance are not present. (40 %) School was their source of stability. Staying home resulted in many of our students struggling both academically as well as social/emotionally due to isolation and a lack of support. Once students formed the habit of not attending school, we found it challenging to get them back in our doors. Some students (around 30) wanted to opt to remain virtual due to the threat of the Pandemic as well as they found it easier academically. The teachers struggled to teach both in-person as well as on-line options due to the amount of time that it took to plan for both platforms, hence, many of the on-line students did not receive the same level of instruction and are behind in all core areas. We have added a social-emotional curriculum in order to address students' mental health and well-being needs. Due to quarantines, we continued to have multiple absences throughout the school year causing gaps in students' learning. Social Distancing compromised the teachers' capacity to have students work and learn together causing both social and emotional deficits.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 454 Burlingame will use EESER funds to support students' academic, behavioral and social-emotional needs by requesting to utilize the Federal Relief Funding in the following ways:

- 1) The addition of a school counselor to support the behavioral and social emotional needs of students through formal lessons utilizing the Second Step Curriculum as well as small group and individual counseling sessions. (\$55,000)
- 2) The addition of a part-time Curriculum Director who will perform the following jobs: assess the effectiveness of current adopted curriculum as it relate to relevance and rigor, provide professional development to teachers on topics related to instructional effectiveness, monitor and track student data, assist with the planning and implementation of academic interventions, coordinate testing, implement new assessment tools, conduct walk-through observations in order to provide teachers with instructional support and data regarding the use of instructional strategies. (\$31,000)
- 3) The Burlingame School District will host a four week summer school program to assist students in filling in the academic and social/emotional gaps caused by the Covid-19 Pandemic. (\$5,000)
- 4) The Burlingame School District will maintain an additional custodian in order to assure the quality and quantity of cleaning prevents the spread of the Covid-19 virus. (\$45,000)
- 5) The Burlingame School District would like to hire a School Resource Officer. (\$25,000)

\$161,000

The Burlingame School District will ensure that no student or staff member will be denied participation in any ESSER funded programs based on gender, race, national origin, disability or age.

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 Burlingame School District will utilize multiple forms of data to determine the impact of our ESSER II expenditures. We will be participating in a grant through the University of Kansas: Comprehensive, Integrated, Three Tiered approach to working with and assessing students in the following areas: Academics, Behavior, and Social Emotional Skills. This program has screeners in all of the above mentioned areas, and then trains teachers and administrators in strategies to support students in these areas. We will utilize our Curriculum Director, Counselor and Resource Officer as models and resources to assist teachers and students in how to best support students in all areas. The maintenance crew will maintain the cleaning protocol utilized during the Covid Pandemic in order to prevent an outbreak resulting in the shut down of school.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in

liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Marcy Cassidy

Date | 06/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
454	Burlingame P	June 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	Budgeted Expenditures in	Account Number	Notes
454-1-001-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	7	
454-1-002-20210713	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	7	
454-1-003-20210713	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	7	
454-1-004-20210713	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	

454-1-005-20210713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 24,750	\$ 24,750	\$ -	\$ -	\$ -	7	Per narrative, "Staying home resulted in many of our students struggling both academically as well as social/emotionally due to isolation and a lack of support." "The addition of a part-time Curriculum Director who will perform the following jobs: assess the effectiveness of current adopted curriculum as it relate to relevance and rigor, provide professional development to teachers on topics related to instructional effectiveness, monitor and track student data, assist with the planning and implementation of academic interventions, coordinate testing, implement new assessment tools, conduct walk-through observations in order to provide teachers with instructional support and data regarding the use of instructional strategies."
454-1-006-20210713	Eligible	Direct Allocation	Support Services - Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	
454-1-007-20210713	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	

454-1-008-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 250	\$ 250	\$ -	\$ -	\$ -	7	
454-1-009-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	7	Per applicant, "This is a FOUR week summer learning academy. It runs Monday through Thursday from 9 AM to 11 AM. However, on Thursdays, the group goes on a field trip so the hours are 9 AM to 1 PM. Each day of the academy focuses on a different learning target: Reading, Math, STEM/Science and then a social emotional lesson prior to a field trip. I have two teachers who planned all of the activities and one para to assist a student with special needs. We have approximately 20 to 25 students in attendance each week. Our school counselor comes in once a week to provide a social emotional lesson for all students. We included a weekly field trip in order to practice the social skills that were taught in the lesson via the counselor."
454-1-010-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 250	\$ 250	\$ -	\$ -	\$ -	7	
454-1-011-20210713	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 50	\$ 50	\$ -	\$ -	\$ -	7	

454-1-012-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 2,200	\$ 2,200	\$ -	\$ -	\$ -	7	
454-1-013-20210713	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 33,500	\$ 33,500	\$ -	\$ -	\$ -	7	Per narrative, "The Burlingame School District will maintain an additional custodian in order to assure the quality and quantity of cleaning prevents the spread of the Covid-19 virus."
454-1-014-20210713	Eligible	Direct Allocation	Operation of Buildings	Group Insurance	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	7	
454-1-015-20210713	Eligible	Direct Allocation	Operation of Buildings	Social Security Contributions	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	

454-1-016-20210713	Eligible	Direct Allocation	Operation of Buildings	Other Employee Benefits	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	
454-1-017-20210713	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	The Resource Officer will teach students about safety, monitor student behavior, intervene with dangerous behavior, serve as a positive role model, provide students with advice regarding their behavioral choices, assist with the prevention of bullying.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	7	Per applicant, "Resource Officer: Since the onset of the Pandemic, we have seen a rise in student behaviors such as bullying, drug and alcohol use, etc. . We believe that having a resource officer on campus could potentially decrease such problems and behaviors. Police officers should be seen as positive role models and be on site to support the immediate social/emotional needs of students. We would partner with our local county sheriff's office where they will train the officers to teach students lessons on making healthy choices as it relates to drugs, alcohol, gang activity, bullying, social media, as well as illegal activities that some of our students have chosen to take part in recently." Per follow up question if SRO would work with counselor to address emotional support and choices, applicant stated: "Absolutely!!! My administration and counselor already work with the local police department regularly and counsel students together for things that happen on and off of our campus. we had several students threaten to commit suicide over the course of this past school year. We had to contact authorities to respond to such crises alongside my counselor, especially when the students had access to any sort of weapon. I wish we had not had such situations, but we want to be as proactive as possible with our students. Perhaps having a relationship with an officer would be another layer of prevention. Students might reach out and talk to someone prior to getting to that point."

Kansas CommonApp (2020)

1107-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



nQmgZNzn

456_Marais des Cygnes Valley_ESSER II Plan_0609

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Marais des Cygnes Valley
Applicant / Mailing Address	
105 SW Main Melvern, KS 66510	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Joe Sample
Applicant / Email Address of Owner, CEO, or Executive Director	jsample@usd456.org
Applicant / Phone Number	7855493521

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Marais des Cygnes Valley
District Number	456

Mailing Address Street Address	105 SW Main
Mailing Address City	Melvern
Mailing Address Zip Code	66510
Authorized Representative of the District Name	Joe Sample
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jsample@usd456.org
Authorized Representative of the District Phone Number	+17855493521
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.

In March of 2020, USD 456 experienced a difficult transition in moving from in-person learning to remote learning for the last quarter of the school year. Due to this, the district has attempted to dig out of this hole and the corresponding consequences during the course of the 2020-2021 school year. Luckily, the district has been able to conduct learning while in-person for the majority of the year, with only a two-week span of remote learning immediately following Thanksgiving. During the course of conducting education during a pandemic, our district has learned some hard truths. #1 - our district has and will need to expend significant funds to limit the spread of communicable diseases, which can include simple items like soap, hand sanitizer, and cleaning supplies to physical components like additional desks, cafeteria tables, and PPE. #2 - our district was working towards becoming more and more digital, but the pandemic has placed an emphasis on technology and its tools or platforms so that things like social distancing, remote learning, and/or digital citizenship can be conducted. #3 - our district has learned that we were merely scraping the surface on the potential of digital media or platforms and how it can affect learning for our students, realizing that we can better support our students through a variety of methods. Therefore, our district has experienced many different impacts, but feel that with an identified plan, we can navigate this new normal.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

At this time, the district is preparing to address several areas of needs. First and foremost is providing resources to address student learning, tracking that learning, and social/emotional constructs to support that learning. Effective evaluation of staff in an effort to improve student learning is an avenue to be pursued for our district. Technology, whether it be student or staff, is a concern that needs to be addressed. Continued cleanliness of the facility is of concern and is an area of improvement. General supplies for our students is required so that contamination concerns can be resolved. Opportunity to reduce needless in-person interaction amongst staff is needed so that social distancing can be achieved. Opportunity to reduce needless in-person interaction between staff and the public is needed so that social distancing can be achieved.

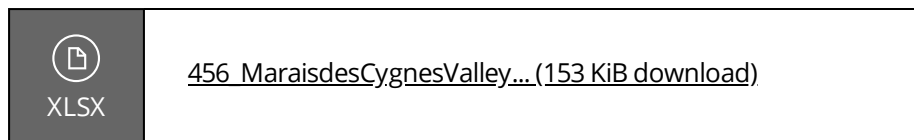
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Through the tracking of student learning, reduction in communicable diseases, and the increase of mobility in learning and district processes.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

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- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Joe Sample

Date | 06/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
456	Marais Des Cygnes	July 12th, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
456-1-001-20210713	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	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	Purchase staff laptops so that teachers can be fully mobile in the event of remote learning or an extended closure.	\$ 3,746	\$ 3,746	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

456-1-002-20210713	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	Salary for daytime custodian to provide adequate and appropriate cleanup during the school day.	\$ 26,208	\$ 26,208	\$ -	\$ -	\$ -	7	June 23, per applicant, "In order to provide appropriate cleanliness for our students during the course of the school day, we currently do not employ a custodian who's sole job is to clean. We have one daytime maintenance person who provides services related to trash pickup and light cleaning, however it is important for us to have a staff member dedicated to this during the course of the day to prevent the spread of disease. Therefore, we would like to utilize ESSER II funds to support that initiative."
456-1-003-20210713	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase Panorama Educaion software to assess social/emotional status of students and track their academic and behavioral growth/stat	\$ 54,750	\$ 54,750	\$ -	\$ -	\$ -	7	Per narrative, "At this time, the district is preparing to address several areas of needs. First and foremost is providing resources to address student learning, tracking that learning, and social/emotional constructs to support that learning."

456-1-004-20210713	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	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	Purchase student laptops to upgrade student technology in the event of remote learning or an extended closure.	\$ 2,540	\$ 2,540	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
456-1-005-20210713	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Purchase digital enrollment platform to limit the unnecessary spread of disease between students	\$ 11,590	\$ 11,590	\$ -	\$ -	\$ -	7	
456-1-006-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Purchase school supplies for students to reduce contamination of communicable diseases	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	7	

456-1-008-20210713	Eligible	Direct Allocation	Instruction	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase PowerSchool platform suite to increase the effectiveness of staff, effectively manage staff operations digitally, and reduce unnecessary interaction through cloud based operations.	\$ 14,500	\$ 14,500	\$ -	\$ -	\$ -	7	<p>June 23, per applicant, "We currently utilize the KEEP2 system through KSDE's web applications and the consistent feedback that we have received from administrators and staff members alike is that it is next to impossible to utilize in an effective manner. Therefore, with the idea that we are intending to emphasize effective performance of staff to enhance their teaching of students due to the new need created by the pandemic, we have little choice but to find a platform that is effective and efficient so that we can provide thorough evaluations, house walkthroughs, and allow for the record-keeping of data and evidence through a platform like PowerSchool." June 29, additional information from applicant: "Effective teacher evaluation can, at times, be the single greatest tool in influencing and enhancing instruction within the classroom. Schools that are poor evaluators or are not thorough in their processes undoubtedly pale in comparison to their counterparts that do a good job with evaluation. We, administrators and staff members alike, have identified a very specific weakness in our ability to improve our teaching and that is a good evaluation process. Through this improved process, due to the platform being purchased, we can effectively lead our students through navigating all of the various aspects of learning loss within the pandemic. Students are hurting right now and need effective educators to lead them within their classrooms. Having a platform that enhances our ability to reflect, improve and grow as a staff will greatly increase our ability to get our students back to where they need to be. Simply put, this is the shovel that will dig our students out of the hole they are currently in."</p>
456-1-009-20210713	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.	\$ 17,565	\$ 17,565	\$ -	\$ -	\$ -	7	

456-1-010-20210713	Eligible	Direct Allocation	Support Services - General Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase custodial supplies to allow for the district's facility to be continually clean and meet pandemic cleanliness standards.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	
456-1-011-20210713	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	10. Providing mental health services and supports	Purchase 7 Mindsets curriculum to support student social/emotional wellbeing.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	7	
456-1-007-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase outdoor stage due to the constraints of our indoor facility and allow for more social distancing, in result reducing the spread of disease.	\$ 12,231	\$ 12,231	\$ -	\$ -	\$ -	7	June 23, per applicant, "With the mindset that we will potentially need to continue to perform large group gatherings in a safe manner, and potential outside, we have purchased a stage to be utilized for this purpose. Our spaces within the districts are limited in terms of capacity and if we are to conduct a large group gathering where students are recognized or perform in some manner, having an outdoor stage will allow us to hold that event in a venue that limits the spread of disease." Prior information: Per applicant, reimbursement and stage originally purchased for graduation ceremony, and will continue to be utilized for educational purposes for the students.

456-1-008-20210713	Eligible	Direct Allocation	Instruction	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase PowerSchool platform suite to increase the effectiveness of staff, effectively manage staff operations digitally, and reduce unnecessary interaction through cloud based operations.	\$ 14,500	\$ 14,500	\$ -	\$ -	\$ -	7	June 23, per applicant, "We currently utilize the KEEP2 system through KSDE's web applications and the consistent feedback that we have received from administrators and staff members alike is that it is next to impossible to utilize in an effective manner. Therefore, with the idea that we are intending to emphasize effective performance of staff to enhance their teaching of students due to the new need created by the pandemic, we have little choice but to find a platform that is effective and efficient so that we can provide thorough evaluations, house walkthroughs, and allow for the record-keeping of data and evidence through a platform like PowerSchool." June 29, additional information from applicant: "Effective teacher evaluation can, at times, be the single greatest tool in influencing and enhancing instruction within the classroom. Schools that are poor evaluators or are not thorough in their processes undoubtedly pale in comparison to their counterparts that do a good job with evaluation. We, administrators and staff members alike, have identified a very specific weakness in our ability to improve our teaching and that is a good evaluation process. Through this improved process, due to the platform being purchased, we can effectively lead our students through navigating all of the various aspects of learning loss within the pandemic. Students are hurting right now and need effective educators to lead them within their classrooms. Having a platform that enhances our ability to reflect, improve and grow as a staff will greatly increase our ability to get our students back to where they need to be. Simply put, this is the shovel that will dig our students out of the hole they are currently in."
456-1-009-20210713	Eligible	Direct Allocation	Support Services - General Administration	Official/Administrative Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase Aptafund Accounting system to digitize human resource functions to reduce unnecessary interaction through cloud based operations.	\$ 17,565	\$ 17,565	\$ -	\$ -	\$ -	7	
456-1-010-20210713	Eligible	Direct Allocation	Support Services - General Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase custodial supplies to allow for the district's facility to be continually clean and meet pandemic cleanliness standards.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	

456-1-011-20210713	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	10. Providing mental health services and supports	Purchase 7 Mindsets curriculum to support student social/emotional wellbeing.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	7	
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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

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.)

Application details

Full District Name | Neodesha

District Number | 461

Mailing Address Street Address		522 Wisconsin PO Box 88
Mailing Address Street Address		522 Wisconsin PO Box 88
Mailing Address 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		+16203252610
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/staff 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 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

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.

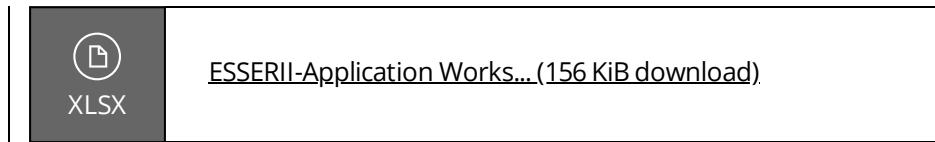
USD #461 Neodesha KESA Goals are the following:

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 II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Juanita Erickson

Date | 06/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
461	Neodesha	June 30, 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
461-1-010-20210713	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	In order to prevent the spread of Covid, the district grew its technology capacity to 1:1 with iPads and Chromebooks PreK through Grade 12. The district has over 720 students and 160 staff members, and the current technology staffing will not meet district needs. The technology position will support students and staff allowing for the ongoing prevention of Covid spread and the enhanced technological education opportunity to address student preparation and learning loss.

461-1-012-20210713	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."
461-1-018-20210713	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 activies related to COVID-19.	\$ 600	\$ -	\$ 600	\$ -	\$ -	06-1000-800	Per narrative, "The Greenbush EDTECH Academy Services provides ongoing professional development." June 22, per applicant, " We purchased the Ed Tech Academy Services for the 2020-2021 school year to help our staff have just-in-time professional development for remote learning and online learning for our students. Since we were all remote in the Spring of 2020, everyone had to rely upon technology during the pandemic. We do not want our students to have a learning loss so keeping this just in time professional development for staff is essential. We do not want to see staff trying to go back to their old ways of teaching as we start the new school year. This is an absolutely wonderful service for our teachers which in turn helps our students to learn more. This service helps us to meet each student's individual plans of study and allows staff and students the most up-to-date resources to ensure there is not a learning loss as a result of the pandemic."

461-1-019-20210713	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."
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ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	205	Bluestem	478	43%	\$ 265,659	\$ 265,659	100%	\$ 265,659	\$ 178,323	\$ (87,336)	67%	\$ 373
2	239	North Ottawa County	597	43%	\$ 296,260	\$ 296,260	100%	\$ 296,260	\$ 296,260	\$ -	100%	\$ 496
3	250	Pittsburg	3,138	61%	\$ 3,123,210	\$ 1,867,000	60%	\$ 838,980	\$ 838,980	\$ (1,028,020)	27%	\$ 267
4	260	Derby	6,931	44%	\$ 2,642,818	\$ 1,643,082	62%	\$ 2,642,818	\$ 2,642,818	\$ 999,736	100%	\$ 381
5	325	Phillipsburg	580	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	\$ 317,916	\$ -	100%	\$ 549
6	420	Osage City	674	46%	\$ 496,759	\$ 338,162	68%	\$ 346,202	\$ 346,202	\$ 8,040	70%	\$ 514
7	493	Columbus	874	57%	\$ 748,446	\$ 748,446	100%	\$ 748,446	\$ 748,446	\$ -	100%	\$ 857
8	499	Galena	769	60%	\$ 846,712	\$ 788,062	93%	\$ 846,712	\$ 846,712	\$ 58,650	100%	\$ 1,102
Total			14,039.80	49%	\$ 8,737,780	\$ 6,264,587	72%	6,302,992	\$ 6,215,656	\$ (48,931)	71%	\$ 443

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.



900 S.W. Jackson Street, Suite 102
 Topeka, Kansas 66612-1212
 (785) 296-3201
 www.ksde.org

Change Requests

Each LEA change request submission will include the previously approved line items. If a line item is highlighted blue, that will notate it is a change request where the district is either increasing or decreasing the amount of a specific line item that was previously approved. The exact details of the change request will be listed in the last cell of the row indicating the previously approved amount (example below).

477-1-008-20210713	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	Change Request-Originally approved for \$130,000. Replace 25 year old HVAC units at the junior/senior high school	\$ 64,815	\$ -	\$ 64,815	\$ -	\$ -	7	Change Request. Originally approved for \$130,000
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If a line item is highlighted yellow, that notates that it is a new line item which will need to be approved by the Commissioner’s Task Force and the Kansas State Board of Education. The last cell of the row should indicate the line item is new (example below).

477-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	New Line Item. Purchase of updated k-6 ELA curriculum to match state standards in ELA in an effort to have updated and aligned curriculum to effect learning loss of students from the COVID pandemic	\$ 56,779	\$ 56,779	\$ -	\$ -	\$ -	7	New Line Item
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Kansas CommonApp (2020)

1696-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

205_Bluestem_ESSERII_Change



YDjMRMyO

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 205 Bluestem

Applicant / Mailing Address

| 625 S Mill Rd
| Leon, KS 67074

Applicant / First and Last Name of Owner, CEO, or Executive Director | Joel Lovesee

Applicant / Email Address of Owner, CEO, or Executive Director | jlovesee@usd205.com

Applicant / Phone Number | 316-742-3261

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0683635

Applicant / Website Address (if applicable) | www.usd205.com

Fiscal Agent / Name (if applicable) | Busby Ford & Reimer, LLC

Fiscal Agent / Email (if applicable) | randyf@bfrcpa.com

Fiscal Agent / Mailing Address (if applicable)

10000 W 37th St N
Wichita, KS 67205-7700

Application details

Full District Name		Bluestem
District Number		205
Mailing Address Street Address		620 S Mill Rd
Mailing Address Street Address		620 S Mill Rd
Mailing Address City		Leon
Mailing Address Zip Code		67074
Authorized Representative of the District Name		Joel Lovesee
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		jlovesee@usd205.com
Authorized Representative of the District Phone Number		+13167423261
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The largest impact that COVID-19 had our district is it showed us our areas of weakness when it comes to aligned curriculum and alternative methods of instruction. The virus itself had minimal impact on school closure in general, in that our district was face-to-face every day this past school year. However, with students and staff continually being quarantined for weeks at a time, our curriculum and instruction showed areas in which needed to be improved. Moving to a standards based grading model using aligned curriculum along with all students and sta having access to quality hardware and software will allow us to pivot in the future between remote and face-to-face instruction.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II money will be used to pay teacher salaries for six 1/2 days of in service this summer to nalizing our ELA and math curriculum alignment as our district moves to a standards based grading approach. New chrome books will be purchased for the 7-12 and iPads for the PreK-6 students so that all our students will have access at home for remote learning. The Security Camera system will be used to assist in contact tracing of students and sta.

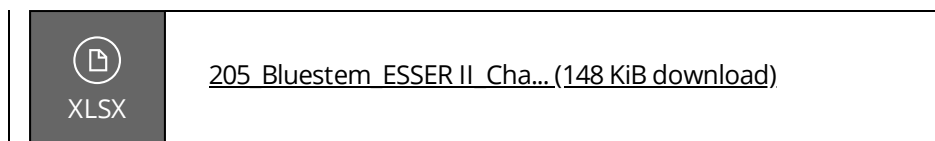
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The overall impact should be able to be measured quantitatively through our assessment tools, AimsWeb, State Assessment, and ACT. Using the ESSER II money to provide for equipment and sta development will provide a more consistent PreK-12 educational system which will also be documented throughout the KESA process.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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A State or a subgrantee shall directly administer or supervise the administration of each project.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

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A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

- 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]

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The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Joel R Lovesee

Date | 06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
205	Bluestem	July 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
205-1-001-20210713	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To better consistently serve our students in a remote setting, we will purchasing 300 Chromebooks for our 7-12 grades.	\$ 84,225	\$ 84,225	\$ -	\$ -	\$ -	16	Approved at 6/9/2021 State Board Meeting
205-1-002-20210713	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To better consistently serve our students in a remote setting, we will purchasing 300 iPads for our PreK-6 grades.	\$ 72,098	\$ 72,098	\$ -	\$ -	\$ -	16	Change Request-Was approved for \$40,000 in SY 2021 and \$80,000 in SY 2022. This was approved at 6/9/2021 State Board Meeting. District was previously approved at a higher expenditure, the district is reporting less than what was approved. Items are eligible.

205-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Six 1/2 day sessions are scheduled to align K-12 ELA and Math standards along with all grade level and subjects finalizing outcomes to move our district to a standards based grading model. This will allow teachers and students more ability to show mastery of outcomes in the future and allow for the flexibility to move between in person and remote instruction.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	26	Approved at 6/9/2021 State Board Meeting
205-1-004-20210713	Ineligible	Direct Allocation	Building Improvements	Buildings (Existing Buildings)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	USD 205 security camera system will be replaced and upgraded to better monitor occupancy in areas, assist with contact tracing of students and staff, and provide additional benefits of temperature checks, alert systems and monitoring.	\$ 87,336	\$ 87,336	\$ -	\$ -	\$ -	16	<p>New item-Was approved for \$29,858 in SY 2021 and \$9,576 in SY 2022 for HVAC. This was approved at the 6/9/2021 State Board Meeting. Sent email to district 06/28/21. Line item requested is deemed ineligible. Email received from district 06/29/21 with below response:</p> <p>1. Allowable uses for ESSER II funds - https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER-15AuthorizedUsesforESSERIIIFunds.pdf</p> <p>- Verkada falls under #13: "School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and support student health needs."</p> <p>2. Verkada delivers a broad suite of tools to help reduce the risk of virus transmission:</p> <ul style="list-style-type: none"> - Contact tracing with face search: Search relevant footage containing a match for a person's face - even while wearing a mask - to detect or retroactively track affected individuals across a specific camera, a specific site, or across all cameras within your organization. This gives your team the ability to isolate individuals that may have come into contact with a COVID-19 infected individual or surface and take the necessary quarantine measures. - People heatmaps: Verkada's live and historical heat maps on floor plans give insight into where people congregate, giving administrators visibility into where to direct cleaning efforts or crowd control - Crowd notifications: Instant alerts for when cameras detect a number of people in-frame that meet or exceed a predetermined threshold, ensuring teams can prevent crowding and spread of disease. Helps maintain social distancing. - Custom access control schedules: Easily manage a return-to-work plan by creating custom access control schedule for different facilities that give groups of staff or students access to the building and specific doors at certain times <p>3. For example, Sylvan Union School District in Modesto, CA spent \$1,262,088.99 of their ESSER I and II funds towards Verkada's modern security solution. With features built to detect and protect against the spread of COVID-19. https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030467&MID=5821 (See 10.B) This example alone should be more than enough of an eligible reason to use ESSER towards Verkada.</p>



KzvIGDXK

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	North Ottawa County Schools
Applicant / Mailing Address	
716 East 7th Street	
Minneapolis, Kansas 67467	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Chris Vignery
Applicant / Email Address of Owner, CEO, or Executive Director	cvignery@usd239.org
Applicant / Phone Number	785-392-2167

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	North Ottawa County Schools
District Number	239
Mailing Address Street Address	310 East 2nd Street
Mailing Address Street Address	310 East 2nd Street
Mailing Address City	Minneapolis
Mailing Address Zip Code	67467

Authorized Representative of the District Name	Chris Vignery
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	cvignery@usd239.org
Authorized Representative of the District Phone Number	+17853922167
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	kshafer@usd239.org
Other District Representative 2 Email Address	hnelson@usd239.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

When the pandemic started in March of 2020 schools and families were left with many questions. Our school district did see some academic loss because some students struggled to learn over Zoom during the spring of last year. We have seen an increase in social-emotional needs throughout our district during this school year. Secondary teachers and students are reporting more struggles with social emotional well- being this year. Toxic stress is a reality for many of our students, families, and staff members. We know that we could use two full-time social workers and currently we have 1 1/2 and are looking to increase that to two for 2021-22. Depression and anxiety have increased for many of our students and so our focus will remain there. However, as those needs increase, we have seen an effect on those student's academics decreasing and therefore we will need to keep classroom loads small and increase staff to allow for small group activities as well as one on one work. We are seeing a trend in Early Childhood screenings and data that shows students with under-developed verbal skills, some fine motor concerns, and general social emotional needs. These have been exacerbated by the isolation of the pandemic. As a small school district all of our students, including special education students have been impacted and we are addressing those needs as well. Other areas we will continue to address are cleaning of the facilities and hiring a part-time nurse to help with illness.

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.).
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- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will finish out the spring paying for our part-time nurse, extra substitutes/paras, and custodian. We will continue to offer an after-school program through May of 2023. Funds will be used for 2021, 2022, and 2023 Summer School Program. We currently have a half-time social worker in our secondary building and we will use funds to make that a full-time position for 2021-2023. We will be using the funds to cover costs for all 53 teachers for the 2020-2021 school year who changed their schedule to be in school prior to their negotiated agreement time to allow students in their classrooms and to work with them prior to the start of the school day. This needed to be done because the system of allowing the students to congregate in hallways or the gym needed to be changed due to COVID-19. Finally, we will use ESSER II funds to keep our elementary classrooms small. Traditionally we have been able to keep our classroom sizes to 15-18 students; however, with the decrease in cash balances, we have planned to eliminate sections by not filling when teachers retire. We have the opportunity for the 2021-22 school year to begin the process (with two retirements taking effect at the end of this year). However, with students who need academic help and having classroom sizes remain low, instead of having 24-25 per section, this will give us the opportunity to keep those classes low to help students and their SEL needs by keeping this position. We have additional needs and they will be met with ESSER III funds.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

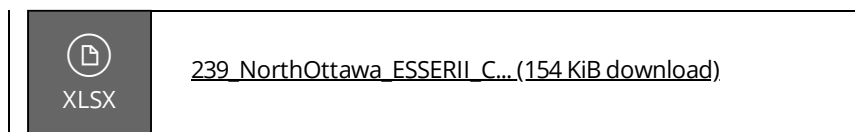
We will continue to monitor our local assessments, aims web results, MAP results, and state assessments in our elementary building, and more specifically, the grade level's where we were able to keep three sections instead of dropping to two. This will allow us to track the

progress of our students to see gains. Having a full-time social worker in our secondary building will help lower anxiety and depression amongst our students and this will greatly impact those students' academic gains.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

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[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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§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into.

Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code.

Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act,

Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Chris Vignery

Date | 06/24/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
239	North Ottawa County	June 30, 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
239-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	"Change Request" Did not have enough allocated and was in the wrong fiscal year. This will allow us to keep small classroom caseloads in our two most academic needed classrooms.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	76.1000.110.00	Change Request-Was approved for \$30,000 in SFY 2021.
239-1-002-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Our current nurse spends 90% of her time with grade school students. This allows us to have someone part-time at our secondary building	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	76.2100.120.03	Approved at 5/11/2021 State Board Meeting.

239-1-003-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Custodian for extra sanitation to prevent the spread of COVID-19 for the health safety of students and staff	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	76.2600.120.04	Approved at 5/11/2021 State Board Meeting.
239-1-004-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These funds are used to help with the everchanging quarantines that happen and these staffers are available at all times to step in and help.	\$ 13,500	\$ 13,500	\$ -	\$ -	\$ -	76.1000.110.04	Approved at 5/11/2021 State Board Meeting.
239-1-005-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Teachers who have students using remote learning are paid up to two hours a week for extra preparation.	\$ 5,259	\$ 5,259	\$ -	\$ -	\$ -	76.1000.110.01	Approved at 5/11/2021 State Board Meeting.

367-1-038-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds will be used to have summer school teachers for academic needs and social emotional needs.	\$ 25,000	\$ 12,500	\$ 12,500	\$ -	\$ -	76.1000.110.03	Approved at 5/11/2021 State Board Meeting.
367-1-039-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds will be used to have summer school aides for academic needs and social emotional needs.	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	76.1000.120.01	Approved at 5/11/2021 State Board Meeting.
239-1-008-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Funds will be used to have after-school program teachers for academic needs	\$ 24,000	\$ 12,000	\$ 12,000	\$ -	\$ -	76.1000.110.02	Approved at 5/11/2021 State Board Meeting.
239-1-009-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Funds will be used to have after-school program aides for academic needs	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	76.1000.120.02	Approved at 5/11/2021 State Board Meeting.
239-1-010-20210713	Eligible	Direct Allocation	Community Services Operations	Regular Certified Salaries	10. Providing mental health services and supports	"Change request" Had in wrong fiscal year. Providing a full-time social worker at the secondary level.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	76.3300.110.01	Change Request-Was approved for \$15,000 in SFY 2021 and \$15,000 in SFY 2022.
239-1-011-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Our teachers worked hours beyond their negotiated agreement before school hours. We asked that they be on campus 15-minutes prior to their normal schedule.	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	76.1000.110.06	Approved at 5/11/2021 State Board Meeting.

239-1-012-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	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	FICA for salaries	\$ 15,501	\$ 10,501	\$ 5,000	\$ -	\$ -	76.1000.220.00	Approved at 5/11/2021 State Board Meeting.
239-1-013-20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA for custodian	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	76.2600.220.00	Approved at 5/11/2021 State Board Meeting.

Kansas CommonApp (2020)

1665-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ykBmVrGI

250_Pittsburg_ESSER II Plan_0610 (copy)

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 250 Pittsburg

Applicant / Mailing Address

510 Deill - PO Drw 75
Pittsburg KS 66762

Applicant / First and Last Name of Owner, CEO, or Executive Director | Richard Proffitt

Applicant / Email Address of Owner, CEO, or Executive Director | rproffitt@usd250.org

Applicant / Phone Number | 620-235-3100

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) | 48-6041359

Applicant / Website Address (if applicable) | www.usd250.org

Applicant / Mission Statement (if applicable)

To provide a safe, orderly, student-centered learning environment that utilized high-quality staff to establish partnerships between home, school, and community that work cooperatively and collaboratively to empower all students to learn while promoting respect for self and others.

Fiscal Agent / Name (if applicable) | Lita Biggs
Fiscal Agent / Email (if applicable) | lbiggs@usd250.org

Fiscal Agent / Mailing Address (if applicable)

510 Deill - PO Drw 75
Pittsburg KS 66762

Application details

Full District Name | Pittsburg Community Schools
District Number | 250
Mailing Address | Street Address | 510 Deill - PO Drw 75
Mailing Address | City | Pittsburg
Mailing Address | Zip Code | 66762
Authorized Representative of the District | Name | Lita Biggs
Authorized Representative of the District | Position or Title | Director of Business Operations
Authorized Representative of the District | Email Address | lbiggs@usd250.org
Authorized Representative of the District | Phone Number | +16202353100
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | rproffitt@usd250.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 had a significant affect an all students in our district. Beginning Spring of 2020, our district began to experience the cost of our inability to meet the needs of all students. Whether it was loss of important traditional rites such as graduation or prom, or the inability to receive a full regiment of teaching, curriculum and assessment, our students suffered loss. Education

for our students changed dramatically. Our mitigation strategies forced all of us to approach routines in different ways which required funds to be diverted away from standard practices and purchases to new additional methods and costs. These new approaches put a tremendous amount of stress on our students and staff.

The population effected the greatest were those with the most needs. We have 3,241 students in our district. 2,009 of them are identified as At-Risk, 291 are ELL and 650 are students with disabilities. The dual teaching platform (remote and in-person) created challenges for everyone, but with these students in particular. Teachers tried their best to meet the individual needs of students, but failed to fully sustain the efforts that they normally strive to maintain. We have found ourselves in a situation that we have continually tried to play catch up with curricular setbacks and delays while dealing with a significantly increased number of social-emotional issues. We do not believe that we have been successful with students in reaching the levels that we would normally attain due to the circumstances that we have had to endure.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The majority of our ESSER II funds will be targeted toward addressing student learning and social-emotional loss. Proposed ideas include:

- Additional instructional coaches to help teachers learn how to address learning losses across our system in: strengthening relationships; skill development; assessment training; data analysis; learning flexibility; and social-emotional learning; on-going professional development.
- Increase after-school and summer school opportunities: We wish to provide additional summer school opportunities for students to make up for learning losses and better prepare them for the next year (grade level or course).
- Additional mental health assistance programs for students and staff: We propose to increase our relationship with local mental health providers to provide mental health assistance in multiple areas to address affects caused by the pandemic.
- Additional ESOL assistance: One of the sub-groups affected the most was our ESOL students. We need to provide greater support for them by hiring additional staff to address their needs and hopefully catch them up.
- Strengthen our technology infrastructure and increase devices available to students: It has been important that we utilize technology in a broader manner to help address student needs due to absences caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity.
- Continue to purchase health and sanitization products: We wish to maintain a safe and healthy environment for all.
- Student progress monitoring: We wish to utilize funds to track academic and social-emotional progress for all students and identify areas of greatest need. To do this we wish to purchase assessment and tracking software.
- Parent assistance programs: Providing parent education programs to help assist their children in both academic and social-emotional areas as we all cope with the pandemic.

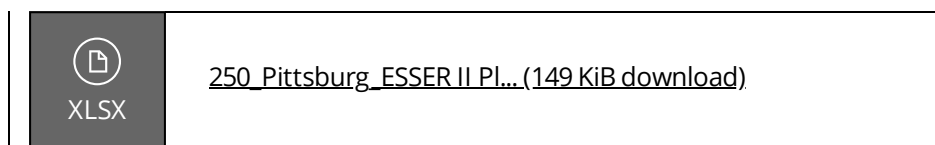
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

In all instances, the district will collect data for each of the uses of ESSER II funding. Whether it be the number of technology devices put into the hands of teachers and students or the number of students provided additional services in multiple areas. We wish to track their social-emotional and academic growth to ensure that each student is making progress toward goals set for them by their classroom teacher(s) or advisory teacher(s). We want to make up for as much loss as we can in a short amount of time as we can to get every student back on track, and hopefully surpass where they should be at given intervals. We wish to take periodic checks to ensure that progress is being made and make the necessary adjustments so that we can more specifically address individual student needs.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

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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.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lita Biggs

Date | 06/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
250	Pittsburg	June 22, 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
250-1-001-20210713	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	One additional ESOL teacher to address learning loss for ELL students as a result of COVID.	\$ 300,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	75010	Approved at 5/11/2021 State Board Meeting
250-1-002-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Expansion of summer school to target students with severe learning loss as a result of COVID in grades K-12.	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -	75015	Approved at 5/11/2021 State Board Meeting
250-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Addition of teaching staff to accommodate the increasing student populations which creates overcrowding in classrooms. This will also allow for increased social distancing required during COVID.	\$ 240,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	75010	Approved at 5/11/2021 State Board Meeting

250-1-004-20210713	Eligible	Direct Allocation	Instructional Staff Training Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Instructional coaches will be hired to provide assistance and professional development for teachers to learn how to address learning loss of students.	\$ 600,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	75020	Approved at 5/11/2021 State Board Meeting
250-1-005-20210713	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	An assessment of student growth at the high school level to establish learning loss and develop a plan to address the learning loss during COVID.	\$ 90,000	\$ 10,000	\$ 20,000	\$ 30,000	\$ 30,000	75030	Change Request- Was approved for \$40,000. Per narrative:"Student progress monitoring: We wish to utilize funds to track academic and social-emotional progress for all students and identify areas of greatest need. To do this we wish to purchase assessment and tracking software." "We have found ourselves in a situation that we have continually tried to play catch up with curricular setbacks and delays while dealing with a significantly increased number of social-emotional issues. We do not believe that we have been successful with students in reaching the levels that we would normally attain due to the circumstances that we have had to endure." June 22: per applicant: "15 is a student assessment and support tool called Fastbridge. It provides teachers with resources to enhance the teaching of math and reading at the high school level."
250-1-006-20210713	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Installation of switches and WIFI increase to allow for student learning as a result of additional devices utilized for learning during COVID and the conversion to those resources from conventional instructional tools.	\$ 187,000	\$ -	\$ 187,000	\$ -	\$ -	75040	Approved at 5/11/2021 State Board Meeting

250-1-007-20210713	Eligible	Direct Allocation	Instruction	Infrastructure	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Add additional antenna sites at George Nettels, Pittsburg State University and West 20th Street to improve coverage of our district-owned LTE network for remote learning needs identified during COVID.	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	75050	Approved at 5/11/2021 State Board Meeting
250-1-008-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other 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	Used for planning and implementing activities for remote learning with customized plans to meet the district needs for curriculum, instruction, assessment, evaluation and school climate.	\$ 106,278	\$ 22,548	\$ 25,296	\$ 27,826	\$ 30,608	75060	new line item. Per applicant, "Used for planning and implementing activities for remote learning with customized plans to meet the district needs for best practices professional development. The services are provided by Greenbush service center to assist staff in how to better serve students in the remote learning environment and minimize the learning loss with professional learning about curriculum, instruction, assessment, evaluation and school climate in the new learning environment." Per narrative, "...It has been important that we utilize technology in a broader manner to help address student needs due to absences caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity." June 22: per applicant, "Creating customized plans meeting district needs in curriculum, instruction, assessment, evaluation and school climate. Target specific areas for teacher/leader growth and skill development and provide access to services aligned with KSDE initiatives and best practices that need to be met due to learning loss."

250-1-009-20210713	Eligible	Direct Allocation	Instruction	Other 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	Used for planning and implementing activities for remote learning with science and engineering labs, leadership and team building labs, and interactive learning.	\$ 64,200	\$ 15,750	\$ 15,950	\$ 16,150	\$ 16,350	75065	new line item. Per applicant, "Planning and implementing activities for remote learning and seated enrichment. This is a Greenbush Enrichment Service to provide additional student learning opportunities in person, in a virtual environment for remote learning and help reduce learning loss in Math, ELA and Science."
250-1-010-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other 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	Planning and implementing activities for remote learning to develop online professional development solutions for educators.	\$ 2,300	\$ 500	\$ 600	\$ 600	\$ 600	75060	new line item. Per narrative, "Additional instructional coaches to help teachers learn how to address learning losses across our system in: strengthening relationships; skill development; assessment training; data analysis; learning flexibility; and social-emotional learning; on-going professional development."

250-1-011-20210713	Eligible	Direct Allocation	Instruction	Infrastructure	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Add additional antenna sites to improve coverage of district owned LTE network for remote learning missed in the first phase.	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	75050	new line item. Per narrative, "Strengthen our technology infrastructure and increase devices available to students: It has been important that we utilize technology in a broader manner to help address student needs due to absences caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity." June 22: per applicant, "Add additional antenna sites to improve coverage of district owned LTE network missed in the first phase. The network will provide at risk families access to additional learning resources and homework help on the canvas devices utilized in the new school learning environment."
250-1-012-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	10. Providing mental health services and supports	Providing a proactive approach and responsiveness to crisis related to education and mental health during phases of covid.	\$ 8,600	\$ 2,000	\$ 2,100	\$ 2,200	\$ 2,300	75060	new line item. Per narrative, "Additional mental health assistance programs for students and staff: We propose to increase our relationship with local mental health providers to provide mental health assistance in multiple areas to address affects caused by the pandemic."
250-1-013-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative services to provide leadership support and professional learning services with the goal of building capacity among school and district leaders.	\$ 5,150	\$ 1,100	\$ 1,350	\$ 1,350	\$ 1,350	75060	new line item

250-1-014-20210713	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	An assessment of student growth at the high school level to establish learning loss and develop a plan to address the learning loss during COVID.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	75030	new line item. June 22: per applicant, "22 is another student assessment and support tool called Freckle. It is an online differentiated/adaptive learning platform for ELA,Math and science to assist students with learning loss and to provide learning opportunities for students."
250-1-015-20210713	Eligible	Direct Allocation	Instruction	Other Purchased Services	11B. Planning and implementing supplemental after-school programs	Additional learning opportunities and support for students at home to support learning loss and prevent learning loss.	\$ 112,000	\$ 28,000	\$ 28,000	\$ 28,000	\$ 28,000	75065	new line item
250-1-016-20210713	Eligible	Direct Allocation	Support Services - Instruction	Other 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	Planning and implementing activities for remote learning to develop online professional development solutions for educators.	\$ 102,092	\$ 25,296	\$ 25,296	\$ 25,500	\$ 26,000	75060	new line item.
250-1-017-20210713	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Equipment to ensure learning opportunities are available for students and support the learning loss gaps that have occurred.	\$ 52,148	\$ 52,148	\$ -	\$ -	\$ -	75040	Per applicant, line added.

Kansas CommonApp (2020)

1673-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



klaRrNJZ

260_Derby_ESSER II Plan_0618

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 #260 - Derby
Applicant / Mailing Address	
1550 E Walnut Grove Rd	
Derby, KS 67037	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Heather Bohaty - Superintendent
Applicant / Email Address of Owner, CEO, or Executive Director	hbohaty@usd260.com
Applicant / Phone Number	3167888420

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)	48-0727674
Applicant / Website Address (if applicable)	www.derbyschools.com
Fiscal Agent / Name (if applicable)	John Regier
Fiscal Agent / Email (if applicable)	jregier@usd260.com

Fiscal Agent / Mailing Address (if applicable)

1550 E Walnut Grover Rd
Derby, KS 67037

Application details

Full District Name	Unified School District #260 - Derby Public Schools
District Number	260
Mailing Address Street Address	Walnut Grove Rd
Mailing Address Street Address	1550 E
Mailing Address City	Derby
Mailing Address Zip Code	67037
Authorized Representative of the District Name	John Regier
Authorized Representative of the District Position or Title	Director of Finance
Authorized Representative of the District Email Address	jregier@usd260.com
Authorized Representative of the District Phone Number	+13167888420
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	sfiechtl@usd260.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 pandemic had many impacts on our district sta and students. The pandemic interrupted learning and caused teachers to change the way they connected with and instructed students. Even with our recently updated curriculum's online features, the district immediately incurred costs of additional technology and software programs such SeeSaw, PearDeck, Canvas Lockdown Browser for remote assessing, Kami, ScreenCastify, and similar programs to ensure teachers could interact with students in meaningful ways and deliver instruction. Even simple software solutions such as Zoom had to be purchased, and immediately training provided, to allow synchronous instruction to occur and to create online learning environments to ward off social isolation for remote learners during periods of distance learning. While we were able to maintain in-person learning for around 75% of our students using purchased PPE, tables, and desks for spacing, and masks there were still periods of remote instruction that impacted the entire district from October 2020 - January 2021. Remote learning was

implemented by our teaching sta throughout the academic year. After the experience of spring 2020, we had a committee that worked to create schedules and instructional plans for remote instruction. While the plans were effective in providing a better remote learning experience in comparison to the plans created over spring break in March of 2020, there were many families who struggled to support remote learning as well as students who struggled to focus and complete work in a home learning environment.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The remaining ESSER I funds are SPED and the Private School Allocation, private schools have not submitted reimbursement to the District. ESSER I Special Education and main allocations are and will be used to teach students in social distancing environments, facilitate remote learning, additional cleaning supplies, and pay for sta for additional contracts, additional technology help as device damage has increased, sta needs to support students who are in remote learning or quarantined, and a covid response personal. Anything else remaining in ESSER I is for cleaning supplies and sanitation devices still in order to be received soon.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.

- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 260 plans to use the ESSER II allocations to address incremental learning recovery and continued safety protocol mandates from local health officials. In order to support learning recovery needs, we plan to continue to purchase the online software and learning tools we began using during the pandemic to guard against learning loss for any quarantined or remote students. Additionally, we are experiencing larger numbers of high school students who have experienced failure in classes and not earned credits. We plan to use ESSER II allocations to pay for teacher overages to support additional course recovery classes and provide additional makeup coursework over the summer. We plan to provide K-8 grade students with additional summer learning opportunities to keep them engaged and help recover loss learning throughout the months of June and July of 2021. During the 2021-2022 school year we plan to incrementally continue tutoring support and expanded course recovery offerings to ensure as many students as possible reach grade-level targets and graduate on time. During the pandemic, we implemented an additional attendance team of 4 staff who made check-in phone calls to students who were remote learners, or on quarantine, to ensure they didn't need help with their work and plan to continue this team during the 2021-2022 school year. A COVID-19 Coordinator was also added to our district team to facilitate the process of keeping staff and students safe by identifying and tracking COVID-19 cases, quarantined students, and reinforcing safety protocols.

UPDATE - 06.17.2021 - We have also noticed a large uptick in staff leaving our District and education in general, the additional money applied for will go to retain staff who have committed to USD 260.

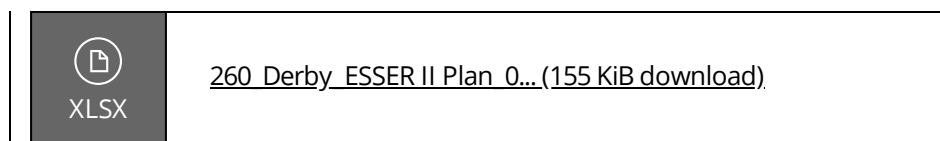
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We plan to closely monitor our student's progress using district common assessments, attendance, and course completion rates to gauge the impact of our ESSER-II funds across the district.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | John E Regier

Date | 06/17/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
260	Derby	July 2, 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
260-1-001-20210713	Eligible	Direct Allocation	Instruction	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	This is extended contracts for staff to assist with an expanded summer school program, to assist with the learning loss during the pandemic. As well as expanded state testing due to students being remote.	\$ 208,258	\$ 6,500	\$ 201,758	\$ -	\$ -	61-E-1000-191	Approved at 5/11/2021 State Board Meeting
260-1-002-20210713	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Bus Driver salaries to transport students to summer school	\$ 40,000	\$ 10,000	\$ 30,000	\$ -	\$ -	61-E-2700-120	Approved at 5/11/2021 State Board Meeting
260-1-003-20210713	Eligible	Direct Allocation	Student Transportation	Gasoline	12. Addressing learning loss among students, including vulnerable populations	Fuel for buses to transport students to Summer School	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	61-E-2700-626	Change Request-Was approved for \$5,000 in SFY 2021 and \$5,000 in SFY 2022.
260-1-004-19000100	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	2 Additional Social Workers to assist with the enhanced number of students who need mentoring, regular check ins for At-Risk Students who are falling behind due to the pandemic. Both of these social workers will assist students in regaining credits to graduate on time.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	61-E-2113-110	Approved at 5/11/2021 State Board Meeting

260-1-005-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Supplies needed for staff to assist in teaching in various formats, updating softwares to allow for remote teaching	\$ 284,170	\$ 159,170	\$ 125,000	\$ -	\$ -	61-E-1000-610	Change Request- Was approved for \$159,170 in SFY 2021 and \$200,000 in SFY 2022
260-1-006-19000100	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software renewals for items needed due to the pandemic and remote learning, not limited to the following: Zoom (22), SeeSaw(21), Instructure (Canvas) Lockdown Tool(21), MakeMusic(21), Kami (22), Citrix expanded licenses for students to login remotley(21), ScreenCastify (22), PearDeck (22), Overages for Acellus learning to assist in student catchup.	\$ 174,004	\$ 30,924	\$ 143,080	\$ -	\$ -	61-E-1000-653	Approved at 5/11/2021 State Board Meeting
260-1-007-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Tools from Advanced Phonics Lesson Library to address learning loss as apart of reading intervention.	\$ 15,768	\$ 15,768	\$ -	\$ -	\$ -	61-E-1000-610	Approved at 5/11/2021 State Board Meeting
260-1-008-19000100	Eligible	Direct Allocation	Instruction	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	Addressing learing loss among instrumental music due to the inability to practice as a group during the last year.	\$ 7,500	\$ 3,750	\$ 3,750	\$ -	\$ -	61-E-1500-191	Approved at 5/11/2021 State Board Meeting
260-1-009-19000100	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22 and 15	\$ 15,103	\$ 718	\$ 14,386	\$ -	\$ -	61-E-1500-220	Approved at 5/11/2021 State Board Meeting

260-1-010-19000100	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22 and 15	\$ 3,236	\$ 154	\$ 3,083	\$ -	\$ -	61-E-1500-222	Approved at 5/11/2021 State Board Meeting
260-1-011-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22 and 15	\$ 2,158	\$ 103	\$ 2,055	\$ -	\$ -	61-E-1500-250	Approved at 5/11/2021 State Board Meeting
260-1-012-19000100	Eligible	Direct Allocation	Social Work Services	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18.	\$ 10,500	\$ -	\$ 10,500	\$ -	\$ -	61-E-2113-220	Approved at 5/11/2021 State Board Meeting
260-1-013-19000100	Eligible	Direct Allocation	Social Work Services	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	61-E-2113-222	Approved at 5/11/2021 State Board Meeting
260-1-014-19000100	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	61-E-2113-250	Approved at 5/11/2021 State Board Meeting
260-1-015-19000100	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	COVID Coordinator, prepares response, communicates with families and staff, coordinates with the health department, etc, includes an assistant through the end of 2021.	\$ 88,250	\$ 8,250	\$ 80,000	\$ -	\$ -	61-E-2510-168	Change Request-Was approved for \$8,250 in SFY 2021 and \$85,000 in SFY 2022.
260-1-016-19000100	Eligible	Direct Allocation	Attendance Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Staff Members call in and check on students who are quaratined, assist with resources as appropriate, work with remote students to ensure adequate learning environment, ensure state testing is accomplished (4 Staff members).	\$ 65,000	\$ 10,000	\$ 55,000	\$ -	\$ -	61-E-2510-171	Approved at 5/11/2021 State Board Meeting

260-1-017-19000100	Eligible	Direct Allocation	Central Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed in rows 260-1-015-19000100 and 260-1-016-19000100	\$ 10,728	\$ 1,278	\$ 9,450	\$ -	\$ -	61-E-2510-220	Change Request-Was approved for \$1,277.50 in SFY 2021 and \$9,800 in SFY 2022.
260-1-018-19000100	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on rows 260-1-015-19000100 and 260-1-016-19000100	\$ 10,425	\$ 8,400	\$ 2,025	\$ -	\$ -	61-E-2510-222	Change Request-Was approved for \$8,400 in SFY 2021 and \$2,100 in SFY 2022.
260-1-019-19000100	Eligible	Direct Allocation	Central Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on rows 260-1-015-19000100 and 260-1-016-19000100	\$ 1,533	\$ 183	\$ 1,350	\$ -	\$ -	61-E-2510-250	Change Request-Was approved for \$182.50 in SFY 2021 and \$1,400 in SFY 2022
260-1-020-19000100	Eligible	Direct Allocation	Central Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines rows 260-1-015-19000100 and 260-1-016-19000100	\$ 15,600	\$ -	\$ 15,600	\$ -	\$ -	61-E-2510-217	Approved at 5/11/2021 State Board Meeting
260-1-021-19000100	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Additional Staffing needs due to the addition of more devices as apart of remote learning, this person will prepare devices for students, respond to helpdesk tickets, and repair devices as needed.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	61-E-1596-153	Approved at 5/11/2021 State Board Meeting
260-1-022-19000100	Eligible	Direct Allocation	Central Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 3,150	\$ -	\$ 3,150	\$ -	\$ -	61-E-1596-220	Approved at 5/11/2021 State Board Meeting
260-1-023-19000100	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 675	\$ -	\$ 675	\$ -	\$ -	61-E-1596-222	Approved at 5/11/2021 State Board Meeting
260-1-024-19000100	Eligible	Direct Allocation	Central Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 450	\$ -	\$ 450	\$ -	\$ -	61-E-1596-250	Approved at 5/11/2021 State Board Meeting

260-1-025-19000100	Eligible	Direct Allocation	Central Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36	\$ 3,900	\$ -	\$ 3,900	\$ -	\$ -	61-E-1596-217	Approved at 5/11/2021 State Board Meeting
260-1-026-19000100	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Additional Staffing Needs due to the additional time staff may need off due to COVID and quarantines, staff will cover multiple buildings.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	61-E-1000-120	Approved at 5/11/2021 State Board Meeting
260-1-027-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40	\$ 6,300	\$ -	\$ 6,300	\$ -	\$ -	61-E-1000-220	Approved at 5/11/2021 State Board Meeting
260-1-028-19000100	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	61-E-1000-222	Approved at 5/11/2021 State Board Meeting
260-1-029-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40	\$ 900	\$ -	\$ 900	\$ -	\$ -	61-E-1000-250	Approved at 5/11/2021 State Board Meeting
260-1-030-19000100	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 260-1-026-19000100	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	61-E-1000-217	Change Request-Was approved for \$35,100 in SFY 2022

260-1-031-19000100	Eligible	Direct Allocation	Central Services	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Outsourced help in our technology department to help with additional breaks due to every student having a device	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	61-E-2500-350	Approved at 5/11/2021 State Board Meeting
260-1-032-19000100	Eligible	Direct Allocation	Instruction	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	Furniture for social distancing where current furniture does not allow for it.	\$ 182,133	\$ -	\$ 182,133	\$ -	\$ -	61-E-1000-733	Change Request-Was approved for \$200,000 in SFY 2022.
260-1-033-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer School Programs	\$ 13,500	\$ 6,500	\$ 7,000	\$ -	\$ -	61-E-1000-610	Approved at 5/11/2021 State Board Meeting
260-1-034-19000100	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16	\$ 2,800	\$ 700	\$ 2,100	\$ -	\$ -	61-E-2700-220	Approved at 5/11/2021 State Board Meeting

260-1-035-19000100	Eligible	Direct Allocation	Student Transportation	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16	\$ 600	\$ 150	\$ 450	\$ -	\$ -	61-E-2700-222	Approved at 5/11/2021 State Board Meeting
260-1-036-19000100	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16	\$ 400	\$ 100	\$ 300	\$ -	\$ -	61-E-2700-250	Approved at 5/11/2021 State Board Meeting
260-1-037-19000100	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	16. Other activities necessary to maintain LEA operations and employ existing LEA staff	Professional Development District Wide to promote positive teaching, and reaching the students who were greatly effected by the pandemic including: Learning loss, Social Emotional Learning, etc.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	61-E-1000-330	Approved at 5/11/2021 State Board Meeting
260-1-038-19000100	Eligible	Direct Allocation	Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 478,000	\$ -	\$ 478,000	\$ -	\$ -	61-E-1000-191	new line item
260-1-039-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-038-19000100	\$ 36,567	\$ -	\$ 36,567	\$ -	\$ -	61-E-1000-220	new line item
260-1-040-19000100	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-038-19000100	\$ 6,931	\$ -	\$ 6,931	\$ -	\$ -	61-E-1000-222	new line item

260-1-041-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-038-19000100	\$ 3,824	\$ -	\$ 3,824	\$ -	\$ -	61-E-1000-250	new line item
260-1-042-19000100	Eligible	Direct Allocation	Support Services (Students)	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	61-E-2100-191	new line item
260-1-043-19000100	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-042-19000100	\$ 1,721	\$ -	\$ 1,721	\$ -	\$ -	61-E-2100-220	new line item
260-1-044-19000100	Eligible	Direct Allocation	Support Services (Students)	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-042-19000100	\$ 326	\$ -	\$ 326	\$ -	\$ -	61-E-2100-222	new line item
260-1-045-19000100	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-042-19000100	\$ 180	\$ -	\$ 180	\$ -	\$ -	61-E-2100-250	new line item

260-1-046-19000100	Eligible	Direct Allocation	Support Services - Instruction	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 229,000	\$ -	\$ 229,000	\$ -	\$ -	61-E-2200-191	new line item
260-1-047-19000100	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-046-19000100	\$ 17,519	\$ -	\$ 17,519	\$ -	\$ -	61-E-2200-220	new line item
260-1-048-19000100	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-046-19000100	\$ 3,321	\$ -	\$ 3,321	\$ -	\$ -	61-E-2200-222	new line item
260-1-049-19000100	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-046-19000100	\$ 1,832	\$ -	\$ 1,832	\$ -	\$ -	61-E-2200-250	new line item
260-1-050-19000100	Eligible	Direct Allocation	Support Services - School Administration	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 51,000	\$ -	\$ 51,000	\$ -	\$ -	61-E-2400-191	new line item

260-1-051-19000100	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-050-19000100	\$ 3,902	\$ -	\$ 3,902	\$ -	\$ -	61-E-2400-220	new line item
260-1-052-19000100	Eligible	Direct Allocation	Support Services - School Administration	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-050-19000100	\$ 740	\$ -	\$ 740	\$ -	\$ -	61-E-2400-222	new line item
260-1-053-19000100	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-050-19000100	\$ 408	\$ -	\$ 408	\$ -	\$ -	61-E-2400-250	new line item
260-1-054-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 75,500	\$ -	\$ 75,500	\$ -	\$ -	61-E-2600-191	new line item
260-1-055-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-054-19000100	\$ 5,776	\$ -	\$ 5,776	\$ -	\$ -	61-E-2600-220	new line item

260-1-056-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-054-19000100	\$ 1,095	\$ -	\$ 1,095	\$ -	\$ -	61-E-2600-222	new line item
260-1-057-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-054-19000100	\$ 604	\$ -	\$ 604	\$ -	\$ -	61-E-2600-250	new line item
260-1-058-19000100	Eligible	Direct Allocation	Security	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	61-E-2660-191	new line item
260-1-059-19000100	Eligible	Direct Allocation	Security	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-059-19000100	\$ 383	\$ -	\$ 383	\$ -	\$ -	61-E-2660-220	new line item
260-1-060-19000100	Eligible	Direct Allocation	Security	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-059-19000100	\$ 73	\$ -	\$ 73	\$ -	\$ -	61-E-2660-222	new line item

260-1-061-19000100	Eligible	Direct Allocation	Security	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-059-19000100	\$ 40	\$ -	\$ 40	\$ -	\$ -	61-E-2660-250	new line item
260-1-062-19000100	Eligible	Direct Allocation	Student Transportation	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 60,500	\$ -	\$ 60,500	\$ -	\$ -	61-E-2700-191	new line item
260-1-063-19000100	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-062-19000100	\$ 4,628	\$ -	\$ 4,628	\$ -	\$ -	61-E-2700-220	new line item
260-1-064-19000100	Eligible	Direct Allocation	Student Transportation	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-062-19000100	\$ 877	\$ -	\$ 877	\$ -	\$ -	61-E-2700-222	new line item
260-1-065-19000100	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-062-19000100	\$ 484	\$ -	\$ 484	\$ -	\$ -	61-E-2700-250	new line item

260-1-066-19000100	Eligible	Direct Allocation	Food Services Operations	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 46,000	\$ -	\$ 46,000	\$ -	\$ -	61-E-3100-191	new line item
260-1-067-19000100	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-066-19000100	\$ 3,519	\$ -	\$ 3,519	\$ -	\$ -	61-E-3100-220	new line item
260-1-068-19000100	Eligible	Direct Allocation	Food Services Operations	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-066-19000100	\$ 667	\$ -	\$ 667	\$ -	\$ -	61-E-3100-222	new line item
260-1-069-19000100	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-066-19000100	\$ 368	\$ -	\$ 368	\$ -	\$ -	61-E-3100-250	new line item
260-1-070-19000100	Eligible	Direct Allocation	Fiscal Services	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	61-E-2510-191	new line item

260-1-071-19000100	Eligible	Direct Allocation	Fiscal Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-070-19000100	\$ 765	\$ -	\$ 765	\$ -	\$ -	61-E-2510-220	new line item
260-1-072-19000100	Eligible	Direct Allocation	Fiscal Services	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-070-19000100	\$ 145	\$ -	\$ 145	\$ -	\$ -	61-E-2510-222	new line item
260-1-073-19000100	Eligible	Direct Allocation	Fiscal Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-070-19000100	\$ 80	\$ -	\$ 80	\$ -	\$ -	61-E-2510-250	new line item
260-1-074-19000100	Eligible	Direct Allocation	Central Services	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 27,500	\$ -	\$ 27,500	\$ -	\$ -	61-E-2500-191	new line item
260-1-075-19000100	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security for Pay on row 260-1-074-19000100	\$ 2,104	\$ -	\$ 2,104	\$ -	\$ -	61-E-2500-220	new line item
260-1-076-19000100	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-074-19000100	\$ 399	\$ -	\$ 399	\$ -	\$ -	61-E-2500-222	new line item

260-1-077-19000100	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-074-19000100	\$ 220	\$ -	\$ 220	\$ -	\$ -	61-E-2500-250	new line item
260-1-078-19000100	Eligible	Direct Allocation	Support Services - General Administration	Additional Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention incentive pay for all staff who continue to work through the 2021-2022 school year	\$ 17,000	\$ -	\$ 17,000	\$ -	\$ -	61-E-2300-191	new line item
260-1-079-19000100	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	Social Security for Pay on row 260-1-078-19000100	\$ 1,301	\$ -	\$ 1,301	\$ -	\$ -	61-E-2300-220	new line item
260-1-080-19000100	Eligible	Direct Allocation	Support Services - General Administration	Medicare - Employer's Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare for Pay on row 260-1-078-19000100	\$ 247	\$ -	\$ 247	\$ -	\$ -	61-E-2300-222	new line item
260-1-081-19000100	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Pay on row 260-1-078-19000100	\$ 136	\$ -	\$ 136	\$ -	\$ -	61-E-2300-250	new line item

Kansas CommonApp (2020)

1680-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



aEvrYdyQ

325PhillipsburgESSERIIplan621 revision

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | Phillipsburg USD #325

Applicant / Mailing Address

| 240 South 7th

Applicant / First and Last Name of Owner, CEO, or Executive Director | Michael Gower

Applicant / Email Address of Owner, CEO, or Executive Director | mgower@usd325.com

Applicant / Phone Number | 7855435281

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Phillipsburg

District Number | 325

Mailing Address | Street Address | 240 S 7TH STREET

Mailing Address | Street Address | 240 S 7TH STREET

Mailing Address | City | Phillipsburg

Mailing Address | Zip Code | 67661

Authorized Representative of the District | Name | Michael Gower

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | mgower@usd325.com

Authorized Representative of the District | Phone Number | +17855435281

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Emotional impact has been a concern as well as learning loss but I must admit we are lucky enough to have been face to face all year. We hired extra staff to help with remote learners who so chose and extra staff for cleaning and preparing meals. We also served all meals in alternate locations such as gyms and classrooms.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We will provide summer school both this summer and next summer. We will hire extra aides to help with learning loss in the elementary and also purchase some extra programs to track learning loss/gains as we try to combat the impact of COVID. We would like to add windows at the high school that open so we can get fresh air into the building. We would like to add auto faucets to reduce the spread of germs.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We hope to improve reading and math scores on our screeners and with the window installation and fresh air moving through the building we want to reduce illnesses and absences.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Michael E Gower

Date | 06/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
325	Phillipsburg	July 1, 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
325-1-001-20210713	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school	\$ 5,603	\$ 5,603	\$ -	\$ -	\$ -	17-2600-110	Approved at 6/9/2021 State Board Meeting.
325-1-002-20210713	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra help to address learning loss	\$ 69,313	\$ 69,313	\$ -	\$ -	\$ -	17-2600-120	Change Request: Was approved for \$48,573 in SFY 2021.
325-1-003-20210713	Eligible	Direct Allocation	Support Services	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Program to address learning loss	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	17-2600-735	Approved at 6/9/2021 State Board Meeting.

325-1-004-20210713	Eligible	Direct Allocation	Support Services - Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	math textbooks to address learning loss	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	17-2600-644	Change Request: Was approved for \$60,000 in SFY 2021.
325-1-005-20210713	Eligible	Direct Allocation	Safety	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	automatic no touch faucets	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	17-2600-430	Approved at 6/9/2021 State Board Meeting.
325-1-006-20210713	Eligible	Direct Allocation	Building Improvements	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade HVAC system at middle school and install air scrubbers within the units to improve air quality and reduce virus transmission	\$ 138,000	\$ 138,000	\$ -	\$ -	\$ -	17-4000-430	new line item: Allowable if CDC guidelines are met.

Kansas CommonApp (2020)

1695-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vrYVEgAB

420_Osage City_ESSERII_Change

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | USD420 Osage City Schools

Applicant / Mailing Address

520 Main Street
Osage City
KS

Applicant / First and Last Name of Owner, CEO, or Executive Director | Troy Hutton

Applicant / Email Address of Owner, CEO, or Executive Director | thutton@usd420.org

Applicant / Phone Number | 7855283176

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 | Osage City

District Number | 420

Mailing Address Street Address	Osage City
Mailing Address Street Address	520 Main Street
Mailing Address City	KS
Mailing Address Zip Code	66523-1357
Authorized Representative of the District Name	Troy Hutton
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	thutton@usd420.org
Authorized Representative of the District Phone Number	+17855283176
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.

ESSER II Impact Description

After completely going remote during the last quarter of the 2019-2020 school year, USD 420 Osage City Schools has been able to continuously offer on-site learning to PreK-12 students for the duration of the 2020-2021 school year. During this year, teachers offered education to both on-site and remote students simultaneously. Along with students who chose remote learning, many students and teachers were required to mandatorily quarantine throughout the year. Offering this education simultaneously took a great deal of planning, additional technology, and training for both staff and students. It has been an extremely challenging and stressful endeavor for our teaching staff and students to maintain both of these learning options and required the district to take additional steps to assist both students and teachers social emotionally. Teachers and staff have been required to go above and beyond in order to maintain the safest school environment possible which has required extra efforts for sanitizing, mask wearing and social distancing but additional steps are still needed to improve facilities and air quality. Additional staff, PPE items, disinfecting items and equipment were provided at great expense in order to make this happen. Approximately 220 students met the At-Risk requirements for free and reduced, and extra efforts to assist these students with needed technology and supports was provided. Summer School programs are being provided to all students to address learning loss and to provide high school students the ability to recover credits.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et

seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

On this application, USD 420 Osage City Schools proposes using ESSER II funding to provide summer school and credit recovery options for all PK-12 students to address learning loss. These programs will require additional salary for certified teachers, classified staff, supplies, and equipment. The district plans to purchase a reading curriculum to address the learning loss of our youngest readers. The district also plans to renew Greenbush programs that will provide wellness and leadership activities to support mental health for students, social emotional support for students, and assist in training staff in the sanitation practices during the pandemic. Another Greenbush program will provide leadership support and professional learning services to build capacity among school and district leaders during the pandemic. The district plans to purchase additional laptops for remote teaching and learning. An additional nurse's aide will be hired to help with the extra duties of contact tracing, reporting and other necessary needs related to the pandemic. The district needs to replace three doors that are inadequate for maintaining indoor air quality. An HVAC upgrade is also needed to meet the necessary required outside air ventilation, improve filtration, and maintain proper air quality of a Special Education classroom and a space used to social distance students at breakfast and lunch during the pandemic. The new air handling units will be equipped with a 2" thick filter housing to accept a higher MERV air filter when compared to the existing units. The new units will be properly sized to meet the required outside air ventilation to the spaces as required by ASHRAE to maintain indoor air quality. The district also proposes purchasing additional sanitizing supplies and personal protective equipment.

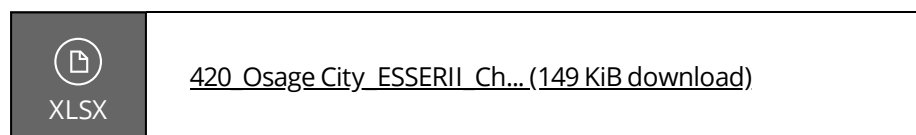
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

This plan will dramatically impact students by utilizing summer school for all PK-12 students to recover learning loss due to the pandemic. We will also improve and recover reading outcomes for our youngest students through the purchase of a reading curriculum. We will help students with wellness and leadership activities through Greenbush supports and provide training to staff that will also directly impact students. Student physical health will be supported through the pandemic by having an additional staff member assisting the school nurse with all pandemic related activities. Students will be assisted through the purchasing of educational technology that will aid in regular and substantive educational interaction between students and their classroom instructors. Efforts to improve air quality should directly impact the health and well-being of our students and staff alike. Sanitizing and PPE will also assist us in preventing the spread of the virus from one student to another.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in

liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Troy Hutton

Date | 06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
420	Osage City	July 1, 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
420-1-001-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries for certified staff associated with summer learning.	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	39175	Approved at 5/11/2021 State Board Meeting
420-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Cover additional salaries for classified staff associated with summer learning.	\$ 900	\$ -	\$ 900	\$ -	\$ -	39180	Approved at 5/11/2021 State Board Meeting
420-1-003-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Cover additional salary expense for certified and classified staff for summer school.	\$ 1,752	\$ -	\$ 1,752	\$ -	\$ -	39185	Approved at 5/11/2021 State Board Meeting

420-1-004-20210713	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	Renew or join School Improvement Services Consortium top provide professional development on learning strategies dealing with learning loss.	\$ 9,696	\$ -	\$ 9,696	\$ -	\$ -	39170	Approved at 5/11/2021 State Board Meeting
420-1-005-20210713	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	10. Providing mental health services and supports	Renew Greenbush Student Leadership Programs that provide wellness and leadership activities to support mental health for students during a pandemic.	\$ 950	\$ -	\$ 950	\$ -	\$ -	39170	Approved at 5/11/2021 State Board Meeting
420-1-006-20210713	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	10. Providing mental health services and supports	Renew Greenbush Crisis consortium and receive SEL support for all students.	\$ 900	\$ -	\$ 900	\$ -	\$ -	39170	Approved at 5/11/2021 State Board Meeting
420-1-007-20210713	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Renew Greenbush environmental and custodial consortium to assist in training staff in sanitation practices during the pandemic.	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	39170	Approved at 5/11/2021 State Board Meeting

420-1-008-20210713	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Renew Greenbush Administrative Services to provide leadership support and professional learning services to build capacity among school and district leaders during a pandemic.	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	39170	Approved at 5/11/2021 State Board Meeting
420-1-009-20210713	Eligible	Direct Allocation	Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Purchase curriculum targeted toward student literacy supports and address student learning loss.	\$ 13,000	\$ -	\$ 13,000	\$ -	\$ -	39155	Approved at 5/11/2021 State Board Meeting
420-1-010-20210713	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional laptops for remote teaching and remote learning.	\$ 54,400	\$ -	\$ 54,400	\$ -	\$ -	39165	Approved at 5/11/2021 State Board Meeting
420-1-011-20210713	Eligible	Direct Allocation	Instruction	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Upgrade filtration/HVAC System to meet the required outside air ventilation, improve filtration, and maintain indoor air quality of Special Education classroom and area used as a cafeteria during Covid-19. In order to comply with Federal Guidelines, additional costs were incurred to pay Davis/Bacon wages in a change order for the HVAC improvement project listed above.	\$ 213,316	\$ -	\$ 213,316	\$ -	\$ -	39160	Change Request- Was approved for \$194,837 in SFY 2022. Previous notes: To provide social distance during meals, some students had to move into the gym, which is not adequately ventilated for COVID (Phone Call, 4/23/2021) Allowable if CDC guidelines are met.
420-1-012-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Cover summer school expenses associated with additional learning materials to address specific needs created by or as a result of the pandemic	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	39150	Approved at 5/11/2021 State Board Meeting

420-1-013-20210713	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase additional supplies or personal protective equipment to mitigate the virus within school buildings.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	39150	Approved at 5/11/2021 State Board Meeting
420-1-014-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional nurse to assist with Covid-19 related activities.	\$ 21,583	\$ -	\$ 21,583	\$ -	\$ -	39180	Approved at 5/11/2021 State Board Meeting
420-1-015-20210713	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Cover additional salary expense for assistant nurse.	\$ 1,105	\$ -	\$ 1,105	\$ -	\$ -	39185	Approved at 5/11/2021 State Board Meeting

Kansas CommonApp (2020)

1709-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AkeKYDKn

493_Columbus_ESSERII_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Columbus School District
Applicant / Mailing Address	
802 South High School Avenue	
Columbus, Kansas 66725	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Brian Smith
Applicant / Email Address of Owner, CEO, or Executive Director	bsmith@usd493.com
Applicant / Phone Number	620-429-3661

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	Columbus School District
District Number	493
Mailing Address Street Address	802 South High School Avenue

Mailing Address | Street Address | 802 South High School Avenue

Mailing Address | City | Columbus

Mailing Address | Zip Code | 66725

Authorized Representative of the District | Name | Brian Smith

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | bsmith@usd493.com

Authorized Representative of the District | Phone Number | +16204293661

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.

All of our students have been impacted by COVID-19. Some have demonstrated more resilience than others when we examine our data. It is difficult to see a pattern. Undoubtedly, students in poverty in our district had a greater learning loss, but some of those students have shown tremendous improvement since the beginning of the 2020-21 school year. Our social-emotional data has also indicated that many of our students have struggled with the effects of the pandemic.

When examining our data, it appears that math has been impacted more by COVID-19 than reading. We are not sure why that has occurred, but it appears that it is common in many school districts in Kansas. It may be because parents struggle more with assisting their children with math than they do reading. For the last three months of the 2019-20 school year, parents took on a much larger role in their children's education. At school, we have also placed a much greater emphasis on reading interventions than math during the 2020-21 school year because of the dyslexia training we have received. We do plan on creating more time for math in the MTSS process district wide because of this.

We are more fortunate than many districts across the nation because we were able to have in-person school during the 2020-21 school year. I believe this allowed us to correct many students' deficits. We still have much work to do, and we are implementing a plan to remedy learning loss in our district.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The remaining ESSER I funds will be spent on our after school programming, paraprofessional support, and some instructional materials for the 2020-21 school year. If we have funds left after that, we will apply them to our summer school program.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our plan at this time is to provide continued added paraprofessional support to enhance our MTSS programming to remediate those students who have fallen behind. This service will be provided during the school day. We will also continue to provide an afterschool program during the 2021-22 school year. We were able to implement these services with ESSER I funds during the 2020-21 school year. We have also developed a plan for a summer school program utilizing a Science, Technology, Engineering, Arts, and Math (STEAM) learning model.

Our district will provide added professional development support activities and planning sessions. We will be meeting with Greenbush staff in June to refine our current plans and align them with our KESA plans to ensure that they are seamless and working consistently toward the same goal. We have joined a consortium at Greenbush to add sixty days of instructional coaching support in grades 9-11, and we are hiring a full-time reading specialist and instructional coach in grades PK-8.

To further support our students in providing mental health services and supports, our district plans on hiring another counselor. We currently only have one counselor for grades PK-8. This counselor is responsible for 600 students. Based on our Communities That Care and SAEBR data, we believe that more support is needed at these grade levels.

We will also need to purchase technology and curriculum for the preceding programs as needed.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will utilize a variety of data to determine the effectiveness of our programs. We are currently in the process of streamlining our assessments because we use different measurements in different buildings. For example, we use aimswebPlus in grades K-3 and STAR in grades 4-8. Our plan is to implement Fastbridge in grades K-12 for greater consistency. We currently use it to screen our students social-emotional needs utilizing the SAEBRS screener.

Buildings will also use other assessments depending on their grade levels and needs. For example, incoming kindergarten students will be screened with the ASQ to determine kindergarten readiness. We utilize the Kansas Interims and Kansas State Assessments to collect data on both curriculum effectiveness and individual student performance. We also utilize ACT assessments and ACT Work Keys at the high school level to determine college and career readiness.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[493 Columbus ESSERII Chan... \(156 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et

seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Brian D. Smith

Date | 04/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
493	Columbus	July 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
493-1-001-20210713	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	We will be hiring a school counselor to address students social-emotional needs.	\$ 55,390	\$ -	\$ 55,390	\$ -	\$ -	51580	Change Request- Was approved for \$53,260 in SFY in 2021, \$55,390 in SYF 2022, and \$57,104 in SFY 2023
493-1-002-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be hiring a reading specialist and instructional coach for grades K-8.	\$ 55,920	\$ -	\$ 55,920	\$ -	\$ -	51520	Change Request- Was approved for \$53,769 in SFY in 2021, \$55,920 in SFY 2022, and \$57,657 in SFY 2023

493-1-003-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will be providing a summer school program with a STEAM theme.	\$ 55,053	\$ -	\$ 55,053	\$ -	\$ -	51523	Change Request- Was approved for \$ 52,934 in SFY in 2021, \$55,053 in SFY 2022, and \$56,580 in SFY 2023
493-1-004-20210713	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	We will be improving the air quality at Park Elementary by replacing older less energy efficient HVAC units with units that are capable of bringing more fresh air into the classroom.	\$ 60,215	\$ -	\$ 60,215	\$ -	\$ -	51638	new line item: Allowable is CDC guidelines are met.
493-1-005-20210713	Eligible	Direct Allocation	Instruction	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	We will be contracting services with Greenbush to provide a specialist in literacy and instruction.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	51552	Change Request- Was approved for \$30,000 in SFY 2021, \$31,200 in SFY 2022, and \$32,448 in SFY 2023
493-1-006-20210713	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be hiring six paraprofessionals to work with our MTSS program to address students learning loss.	\$ 128,470	\$ -	\$128,470	\$ -	\$ -	51535	Change Request- Was approved for \$61,764 in SFY 2021, \$64,235 in SFY 2022.
493-1-007-20210713	Eligible	Direct Allocation	Instruction	Professional - Education Services	11A. Planning and implementing summer learning or enrichment programs	Contract with Greenbush for student enrichment services.	\$ 9,950	\$ 9,950	\$ -	\$ -	\$ -	51552	Approved at 5/11/2021 State Board Meeting.

493-1-008-20210713	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We will be purchasing an evidence based reading curriculum (Amplify) for grades K-6.	\$ 107,727	\$ -	\$107,727	\$ -	\$ -	51565	new line item - Relied on narrative from CommonApp to link to a covid need.
493-1-009-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be implementing an afterschool program for students who have fallen behind their peers in math and reading.	\$ 120,721	\$ -	\$120,721	\$ -	\$ -	51522	new line item - Relied on narrative from CommonApp to link to a covid need.
493-1-010-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We will be providing a \$500 retention bonus for all of our staff based on the recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher paying positions.	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	51520	new line item
493-1-011-20210713	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be hiring a Science, Technology, Engineering, Arts, and Mathematics teacher to both provide enrichment and address learning gaps in students.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	51520	new line item

Kansas CommonApp (2020)

1698-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



WpBOaGYL

499_Galena_ESSER II Plan_0624

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Galena USD 499

Applicant / Mailing Address

702 E. 7th Street
Galena KS 66739

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Trey Moeller

Applicant / Email Address of Owner, CEO, or Executive Director | trey.moeller@galena499.org

Applicant / Phone Number | 6207834499

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Galena USD 499

District Number | 499

Mailing Address Street Address	702 E. 7th Street
Mailing Address Street Address	702 E. 7th Street
Mailing Address City	Galena
Mailing Address Zip Code	66739
Authorized Representative of the District Name	Dr. Trey Moeller
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	trey.moeller@galena499.org
Authorized Representative of the District Phone Number	+16207834499
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	boglesby@galena499.org
Other District Representative 2 Email Address	renee.goostree@galena499.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.

Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counselling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming.

The majority of our students' academic and SEL needs have been impacted by the pandemic. With approximately 50% of our students on Free Lunches and another 20% on Reduced Lunches (prior to the everyone is free status), the pandemic circumstances have increased the impact of poverty upon our students. Our parents do not have the resources to provide digital tools for their children so the already significant "digital divide" in our community exploded; exasperating the need to provide technological tools and resources for our students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.

ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

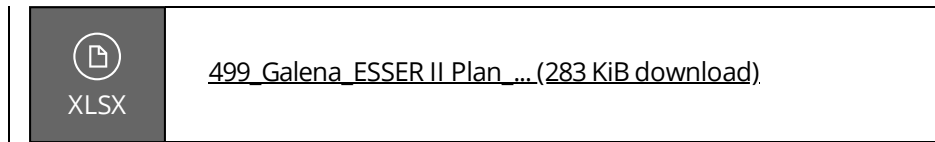
Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas.

Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Trey Moeller

Date | 06/24/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
499	Galena	July 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
499-1-001-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 124,750	\$ 31,750	\$ 38,000	\$ 40,000	\$15,000	38	Approved at 6/4/2021 State Board Meeting.
499-1-002-20210713	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (3 FTE aids)	\$ 24,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ -	38	Approved at 6/4/2021 State Board Meeting.

499-1-003-20210713	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (2 routes)	\$ 41,000	\$ 9,000	\$ 13,500	\$ 13,500	\$ 5,000	38	Approved at 6/4/2021 State Board Meeting.
499-1-004-20210713	Eligible	Direct Allocation	Counseling Services	Software	10. Providing mental health services and supports	MS HS SEL Curriculum and Data Collection, Analysis (Panorama): Panorama allows the district to survey SEL of students and staff, collect and analyze data, and provide targeted interventions.	\$ 45,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ -	38	Approved at 6/4/2021 State Board Meeting.
499-1-005-20210713	Eligible	Direct Allocation	Social Work Services	Student Services	10. Providing mental health services and supports	Licensed Counseling Services to include but not limited to contracted services with SRMH for Licensed counseling: Increases our LPC contracted services with SRMH for our students with higher levels of trauma and in need of more intensive SEL interventions.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	38	Approved at 6/4/2021 State Board Meeting.
499-1-006-20210713	Eligible	Direct Allocation	Instruction and Curriculum Development Services	Other Supplies and Materials	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush EdTech: Technical support necessary to provide digitally organized instruction and remote learning capabilities	\$ 1,800	\$ 600	\$ 600	\$ 600	\$ -	38	Approved at 6/4/2021 State Board Meeting.

499-1-007-20210713	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush (School Improvement Services): Resources are provided for PD, KESA and curriculum. Structured reading and math instruction will be areas of focus.	\$ 32,330	\$ 10,740	\$ 10,740	\$ 10,850	\$ -	38	Approved at 6/4/2021 State Board Meeting.
499-1-008-20210713	Eligible	Direct Allocation	Office of the Superintendent	Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush (Administrative Services): Support for planning and implementing COVID-19 response for academic and SEL challenges we face	\$ 4,050	\$ 1,350	\$ 1,350	\$ 1,350	\$ -	38	Approved at 6/4/2021 State Board Meeting.
499-1-009-20210713	Eligible	Direct Allocation	Instruction	Technical Services	10. Providing mental health services and supports	Greenbush (Crisis Prevention and Response Services): The partnership increaes support for our district counselors to help meet the needs of students and teachers in times of district crisis.	\$ 7,350	\$ 2,450	\$ 2,450	\$ 2,450	\$ -	38	Approved at 6/4/2021 State Board Meeting.

499-1-010-20210713	Eligible	Direct Allocation	Instruction	Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Software etc Canvas, Edgenuity, etc.: Tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we face	\$ 73,000	\$ 13,000	\$ 30,000	\$ 30,000	\$ -	38	Approved at 6/4/2021 State Board Meeting.
499-1-011-20210713	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	MTSS resources focused on literacy and mathematics: Data collected after remote instruction highlighted that our students are not achieving at high levels and evidence-based instructional resources need to be added to meet learning standards.	\$ 38,000	\$ 15,000	\$ 23,000	\$ -	\$ -	38	Approved at 6/4/2021 State Board Meeting.
499-1-012-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	ELE/MS/HS instructional Support Specialists: 3 certified positions to support the identification of, instructional planning and implementation for and progress monitoring of students who are not meeting identified learning targets.	\$ 356,782	\$ -	\$178,391	\$ 178,391	\$ -	38	Approved at 6/4/2021 State Board Meeting.

499-1-013-20210713	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>NEW ITEM: Data collected after remote instruction highlighted that our students are not achieving at levels we normally expect and/or hope for. As such, and in order to develop the capacity for adaptive responses to unpredictable circumstances caused by the pandemic, efforts are necessary to integrate evidence-based instructional practices and resources into digitally organized units of instruction. Development and modification of instructional units will be based on identified gaps in learning according to specifically identified standards and subgroups of our student population (especially noted for our students living in poverty).</p> <p>Teachers and counselors will be provided the opportunity to access instruction, support and time to digitally organize instructional units based on an analysis of student learning and the integration of evidence-based instructional practices and resources. Participation by teachers is voluntary and is scheduled for Aug. 2 - Aug 6, 2021. The length of day is defined in our negotiated agreement and participating teachers will be paid \$200 per day. With a maximum of 62 participants for a maximum of 5 days, the maximum cost would be 62x5x200= \$62,000</p>	\$ 58,650	\$ -	\$ 58,650	\$ -	\$ -	38	new line item
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