

## April 30 Task Force Meeting Pre-Read Materials


Dear Task Force members,

We look forward to seeing you all at Friday's Task Force meeting. The agenda will be as follows:

*Draft - Preliminary*

### Proposed agenda for 4/30 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	Status Update on EANS I Reconsideration & Appeals Processes
3:15 to 3:25pm	ESSER II application status update
3:25 to 3:50pm	Summary & discussion of requests deemed eligible by KSDE
3:50 to 4:00pm	Examples of requests requiring KSDE follow-up with districts
4:00 to 4:10pm	Status update on ESSER I reporting
4:10 to 4:15pm	Next steps and plan for 5/7 Task Force meeting

Kansas State Department of Education | www.ksde.org | #KansansCan *Kansas leads the world in the success of each student.* 

### Review of ESSER II Application Process Timeline:

The ESSER II application process was launched on March 24<sup>th</sup>, 2021 and it is a rolling process unlike what we recently experienced with EANS. The KSDE review team has been hard at work reviewing applications in the order they have been submitted, following up with districts as needed for clarification of requests, and to inform them of requests deemed ineligible. The goal is for the Task Force to make its recommendations regarding applications submitted by April 23<sup>rd</sup> (49 in total) to the Kansas State Board of Education for final approval at their next meeting on May 11<sup>th</sup> and 12<sup>th</sup>. The Task Force therefore has two meetings in which to discuss KSDE's preliminary reviews and decide on its recommendations: this Friday, April 30<sup>th</sup>, and next Friday, May 7<sup>th</sup>. Once a district's application is approved by the State Board, it will be able to begin drawing down their ESSER II funds as needed on a monthly basis (the same process as ESSER I funds).

## **Update on ESSER II Application Process:**

As of Friday, April 23<sup>rd</sup>, 2021, 49 districts have submitted their applications for ESSER II. The focus of this week's meeting will be on the 20 applications for which KSDE has already completed its initial and secondary review, and all follow up questions for the district have been resolved. The remaining 29 applications are still in the process of being reviewed, and we expect most if not all of them to be included in next week's Task Force meeting.

In contrast to the EANS requests that were reviewed several weeks ago, the batch of applications being presented this week and next will include a much smaller number of requests deemed ineligible by KSDE. The following bullet points will explain why:

- ESSER II has more allowable uses than EANS I, due to both program-specific provisions and other federal limitations on funds allocated to non-public entities vs. public entities.
- Districts have been pre-allocated a set amount of money, and they are not allowed to submit requests that exceed their allocated funds; the EANS program did not set a maximum amount of funds that a school could receive.
- ESSER II applications are being submitted at the account level rather than at the individual expenditure level and do not leverage a specific Service Center menu, resulting in fewer requests per applicant and providing more flexibility to the districts regarding the individual items being purchased.
- Due to the longer timeline, KSDE staff are able to follow up with districts regarding all requests that would be deemed ineligible prior to presenting to the Task Force.

Please note that because applications with ineligible requests tend to require more follow up with districts, most if not all applications with ineligible requests will be in next week's batch of applications as details are still in the process of being finalized. KSDE will provide visibility to the Task Force at next week's meeting regarding any requests that were removed prior to being deemed ineligible.

## **Implications and Plan for This Week's Materials and Meeting:**

As a reminder, this week's Task Force meeting will focus on the 20 applications that KSDE has reviewed. The district applications that will be presented to the Task Force this week will represent 17.5K enrolled students, 359 individual requests, and an estimated aggregate value of approximately \$10M. Lastly, the applications (for this week) will only include requests that have been deemed eligible by KSDE, the focus of the meeting will be understanding these requests and illustrating key differences from EANS.

The remaining batch of applications and requests will be reviewed at the May 7 Task Force meeting. Any applications that have not been fully reviewed by that date will be deferred to the second batch, which will be reviewed in future Task Force meetings in preparation for the June 8-9 KSBOE meeting. The May 7 Task Force meeting will also include a review of all of the EANS I reconsideration requests submitted by non-public schools through the April 27 deadline.

---

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

- ESSER II Allowable Use Overview (resharing from earlier pre-read)
- ESSER II FAQ (resharing from earlier pre-read)
- Summary of All Applications and Requests
- PDF of 20 Reviewed Applications, Including a Compiled List of All Requests with KSDE Eligibility Recommendation by Application

As a reminder, in the meeting we will review applications and requests deemed eligible at a summary level. If there is a specific application or request you would like addressed in the Task Force meeting, please email [ESSER@ksde.org](mailto:ESSER@ksde.org) no later than Thursday, April 29<sup>th</sup> at 4 p.m. so information for the district in question can be included in the presentation materials.

## MINUTES



### Commissioner's Task Force on ESSER II and EANS Distribution of Money Friday, April 23<sup>rd</sup>

#### CALL TO ORDER

Chairman Porter called the weekly meeting of the Commissioner's Task Force to order at 3:00p.m. on Friday, April 23<sup>rd</sup>.

The meeting was conducted via video conference and was live streamed for the public to observe and listen.

(00:12:43)

#### APPROVAL OF AGENDA

Adam Thomas made a motion to approve the agenda for the April 23<sup>rd</sup> meeting, and Melissa Rooker had seconded it. Motion carried (17-0). Alicia Thompson and Adam Proffitt were not present during this time, and were not able to vote on this motion.

MOTION  
(00:12:51)

#### ATTENDANCE:

The following Task Force members attended by video conference:

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

#### APPROVAL OF APRIL 16<sup>th</sup> MINUTES

Jason Winbolt made a motion to approve of the April 16<sup>th</sup> minutes, and Janet Eaton had seconded it. Motion carried (17-0). Adam Proffitt and Alicia Thompson were not present during this time, and were not able to vote on this motion.

MOTION  
(00:13:48)

**STATUS UPDATE ON EANS I APPLICATION & RECONSIDERATION PROCESSES – Tate Toedman**

(00:15:30)

Tate started the meeting by discussing the updates for the EANS I Application and Reconsideration processes which include the following:

On Monday, April 19<sup>th</sup>, the Kansas State Board of Education approved the Task Force's EANS I recommendations.

- Majority of requests (80%) were deemed eligible, representing \$21.6 million in value out of Kansas' \$26.7 million EANS allocation.

On Tuesday, April 20<sup>th</sup>, KSDE launched the EANS I Reconsideration Process for the 20% of requests deemed ineligible.

- Schools were informed of EANS I decisions and provided details for the reconsideration process.
- KSDE hosted training/office hours to answer schools' questions on April 22<sup>nd</sup>.
- Schools will submit updated descriptions and/or quantities for each ineligible request; all requests are due by 11:59 p.m. CST on April 27<sup>th</sup>, 2021.
- KSDE will then review the updated requests and provide recommendations for Task Force review on May 7<sup>th</sup> and Kansas State Board of Education review on May 11<sup>th</sup> and 12<sup>th</sup>.

He then mentioned the next steps for EANS I, which are to fulfill eligible requests through Service Centers and prepare for reporting. Service centers are preparing to fulfill eligible requests, and the monthly reporting will kick-off in mid-May; summary data will be shared periodically with the Task Force.

**REVIEW OF ESSER GUIDELINES AND KEY DIFFERENCES FROM EANS – Doug Boline**

(00:19:00)

Doug had shifted the focus of today's meeting from EANS I to ESSER II, and he began this portion of the meeting by mentioning the total amount of ESSER funds (to date) that have been awarded to SEAs based on the Title I formula to provide emergency relief funds to LEAs to address the impact of COVID-19; and (as a recap) the amounts were:

- ESSER I (Cares Act Bill; March 2020) - \$85 million  
The timeframe in which ESSER I can be used will be from March 2020 to September 2022.
- ESSER II (CRRSA Act Bill; December 2020) - \$370 million  
The timeframe in which ESSER II can be used will be from March 2020 to September 2023.
- ESSER III (ARP Act Bill; March 2021) - \$831 million  
The timeframe in which ESSER III can be used will be from March 2020 to September 2024.

Doug Boline mentioned that the U.S. Department of Education has reached out to KSDE, and the agency has received two-thirds of the ESSER III allocation, but to receive the rest we will need to submit a plan to the department by June 7<sup>th</sup>, 2021, which will be an agency-wide effort (25-page application). (00:20:30)

Then, Doug went through the multiple components ESSER II has been separated into and the components which will consist of:

#### **Federally Mandated**

- Direct District Allocation - \$332.8 million (allocated through the Title I formula)

#### **KSDE Discretionary**

- KSDE "True Up" - \$11.5 million (ensures all districts receive at least \$300 per student)
- Special Education (SPED) - \$24 million (additional set-aside for LEAs split across 2021-22 and 2022-23)
- Schools for the Deaf & Blind - \$0.2 million (set-aside as schools do not receive funds through LEA distributions)

#### **KSDE Administration**

- SEA Administration - \$1.8 million

Doug discussed the plans which will vary widely in terms of total district allocation and allocations per student. The median allocation per district across the state is \$295K (range is from \$37K to \$76 million), and the average allocation per student is \$700 (range is from \$300 to \$2,220; which will include the "true up" mentioned previously – 10% set aside at the state level).

The differences between the EANS I, and the ESSER II funds were then described by Doug and the key differences between the two programs (mentioned) are:

Different requirements for timing of plan submission or Task Force response time.

- ESSER II plans will be reviewed on an ongoing basis over the duration of the ESSER II program.

Information on requests will be at a higher level than EANS (account-level vs. product/service-level)

- Eligibility determinations will need to be made with less granular information.

Districts have set dollar allocations, with considerable flexibility to use funds across 15 different allowable uses; in contrast, EANS I was a competitive grant process with no predetermined amount per school.

- Eligibility recommendations should focus on ensuring plans are allowable within the 15 ESSER II allowable uses and address incremental COVID needs.

Doug mentioned that every expense that was allowable in EANS I will be allowable under ESSER II, although, there will be items that **were not** allowable in EANS that **will** be **allowable** in ESSER II such as:

- Permanent fixtures
- Custodial staff
- Purchase of property that remains with the district after the program has ended.
- Activities authorized under ESEA, IDEA, AEFLA, Perkins, and McKinney-Veto.

Next, Doug had gone through a list of categories that may have been deemed eligible under EANS but are explicitly called out as allowable uses under ESSER II:

- COVID preparedness and response
- Public health protocols for reopening
- Resources for principals/leaders to address school needs
- Activities to address the unique needs of at-risk student populations
- School facility repairs to reduce transmission as permissible

Doug emphasized that uses deemed eligible by the KSDE review team are based on the guidance from the Federal Government. For requests to be deemed eligible, they will have to appear to be allowable as it is written in the law.

#### **STATUS UPDATE ON ESSER II APPLICATION PROCESS – Doug Boline**

(00:30:27)

Doug discussed the updates with the ESSER II application process, which included the following:

- Application launched on Wednesday, March 24<sup>th</sup>.
- Virtual events have been hosted to help districts navigate the application process
- 46 applications submitted to date; 94+ applications currently in progress.

#### **WALKTHROUGH OF A COMPLETED ESSER II APPLICATION – Doug Boline**

(00:34:56)

Similar to the application approval process for EANS, the Task Force will be provided with a PDF copy of each ESSER II application. The public schools will have to provide similar information in the application as the public schools.

Brenda Dietrich asked Doug if the applications for ESSER II will include the exact days/months the district is requesting reimbursement for summer school. Doug then mentioned that this detail should be included in the district's application, and the KSDE review team has had to reach back out to the districts to have them include this information (other details requested are how many students will be served, when they will be served, and how many staff will be reimbursed with these funds).

Doug mentioned that the KSDE review team will include dossiers for only the districts that have ineligible requests or unusual requests. Dossiers will not be provided for each school district unless requested from Task Force.

## WALKTHROUGH OF PLAN FOR TASK FORCE ESSER II APPLICATION REVIEW – Doug Boline

(00:43:42)

Doug then went through the KSDE review team's process to help develop recommendations to the Task Force, and the process will be:

1. Assess plan line-items for eligibility along criteria
2. Make every effort to contact districts for line-items deemed ineligible or insufficient information
3. Reassess line-items for eligibility if additional information is provided
4. Form final recommendation to the Task Force based on thorough plan review

He then mentioned that the Task Force will have access to all reviewed plans; ineligible items presented thematically where possible. For each school district, the Task Force will receive a PDF copy of each reviewed plan, and a compiled list of all line-items with KSDE eligibility determination sorted by district (excel). For eligible requests, a high-level summary information will be presented during Task Force meeting, and for ineligible requests, they will be shared by theme across districts.

For the application review process, the KSDE review team is hoping to have the first batch of applications to the Task Force by April 30<sup>th</sup> and the target number of applications will be 15-20. The second batch will come to the Task Force on May 7<sup>th</sup>, and the target number of applications will be 20-25. For the May 7<sup>th</sup> Task Force meeting, it is expected that the Task Force will be asked to review both EANS (reconsideration requests), and ESSER II applications.

The information that Task Force will receive in the future will consist of four components, which include the following -

- Total number of plans submitted and reviewed
- Profile of districts included in this batch for Task Force review
- Summary of eligible planned expenditures and cumulative eligible ESSER II value
- Summary of ineligible planned expenditures

As of 6:00 p.m. on April 22<sup>nd</sup>, there have been 46 ESSER II applications submitted, 17 have entered review, and 7 primary reviews have been completed. To note, secondary reviews will be conducted in batches to calibrate and ensure consistency across reviews.



Brenda Dietrich asked Doug Boline how the districts will be receiving the ESSER II funds, and he stated that the funds will be distributed to the districts on a reimbursement basis. Brenda then raised her concern about districts potentially having a “cash flow” issue, and asked how they would be able to receive the funds. Lisa Peters then mentioned that a district has the opportunity to fill out a form 240 to order federal funds. The form is due to the state by the 20<sup>th</sup> of every month, and a district would have to list (by federal fund) what their negative balance is, and they can estimate their expenditures for the next month.

Then, Mike Argabright asked Doug Boline about updated guidance about capital improvements to help spread students out, or add additional space. Doug mentioned that this expense is technically allowable, but KSDE would like to focus on the needs of students before building improvements or any sort. Commissioner Watson commented that students and families should be the first priority in each school district, and the second priority would be capital improvements.

#### **STATUS UPDATE ON ESSER I REPORTING – Doug Boline**

(00:54:45)

ESSER I reporting will be reviewed by KSDE in parallel and summarized for the Task Force.

268 ESSER I reports have been submitted (as of April 22<sup>nd</sup> at 5:00 p.m. CST).

- KSDE is in the process of reviewing reports for completion and data integrity (evaluation of allowability of submitted expenditures will be conducted by federal auditors).
- ESSER I reporting reviews will be conducted separately from ESSER II; issues will be resolved with the districts prior to bringing data to the Task Force.

Data will be aggregated and shared with the Task Force –

- A summary of key insights will be shared with the Task Force (mid/late May)
- Trends from future quarterly reports on ESSER II following each submission deadline

**NEXT STEPS – Doug Boline**

(00:57:38)

Doug discussed the next few steps the Task Force members should expect within the next few weeks, which will include the following:

- KSDE to continue reviewing submitted ESSER II plans
- Pre-read materials to consist of ESSER II plans (PDFs and list of planned expenditures) for review in next Friday's Task Force meeting.
- KSDE to prepare summary ESSER II materials to share with the Task Force next Friday.
- In parallel, KSDE will begin to review EANS I reconsideration requests and screen ESSER I reports for completion (both for review at later Task Force meetings).

**ADJOURNMENT** - Chairman Porter adjourned the meeting at 3:46pm. The next meeting will occur on Friday, April 30<sup>th</sup> at 3:00pm.

(00:58:55)



# Commissioner's K-12 Relief Funds Task Force

**KANSAS**  
STATE DEPARTMENT OF  
**EDUCATION**  
www.ksde.org | #KansansCan

**Task Force Meeting**  
April 30, 2021

*Kansas leads the world in the success of each student.*

*Draft - Preliminary*

## Agenda for 4/30 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	Status update on EANS I reconsideration process
3:15 to 3:25pm	ESSER II application status update
3:25 to 3:50pm	Summary & discussion of requests deemed eligible by KSDE
3:50 to 4:00pm	Examples of requests requiring KSDE follow-up with districts
4:00 to 4:10pm	Status update on ESSER I reporting
4:10 to 4:15pm	Next steps and plan for 5/7 Task Force meeting



## Status Update on EANS I Reconsideration Process



### EANS I status update

#### **The EANS I Reconsideration Form was closed on Tuesday, April 27**

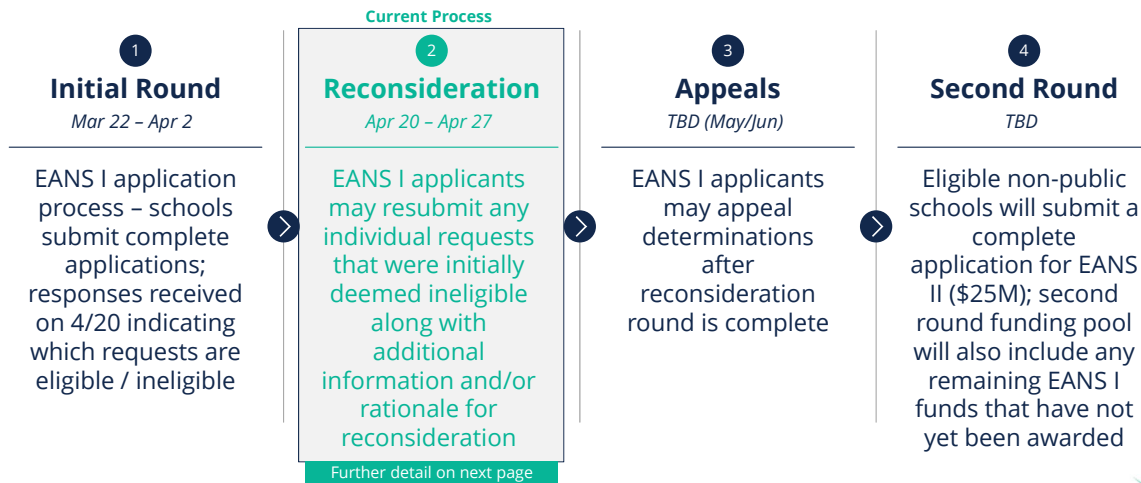
- 37 schools participated in the Reconsideration Process
- Schools submitted 196 requests with \$2.6M in value (includes 81 requests previously not reviewed from Heritage Christian)

#### **KSDE is reviewing the submitted reconsideration requests and will bring recommendations to the Task Force next week**

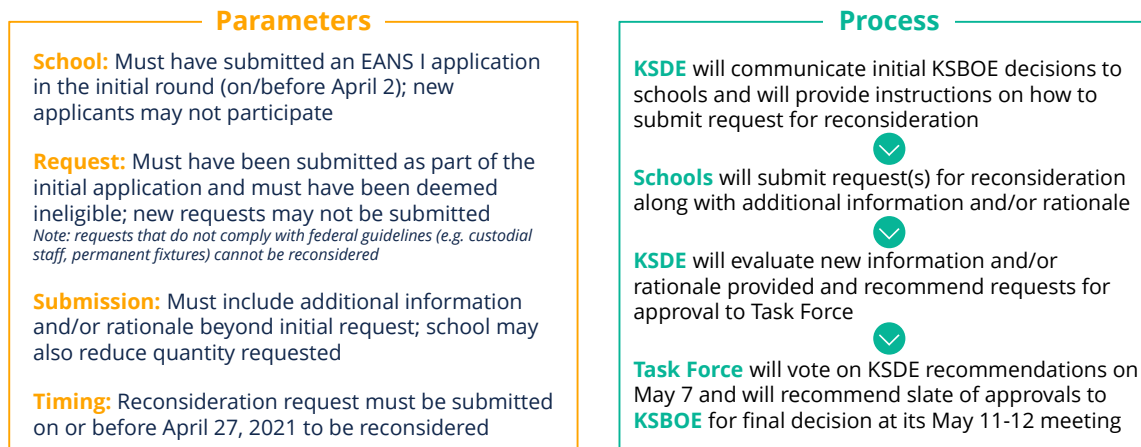
- KSDE will apply consistent principles defined during the EANS I process to determine eligibility for the reconsideration requests



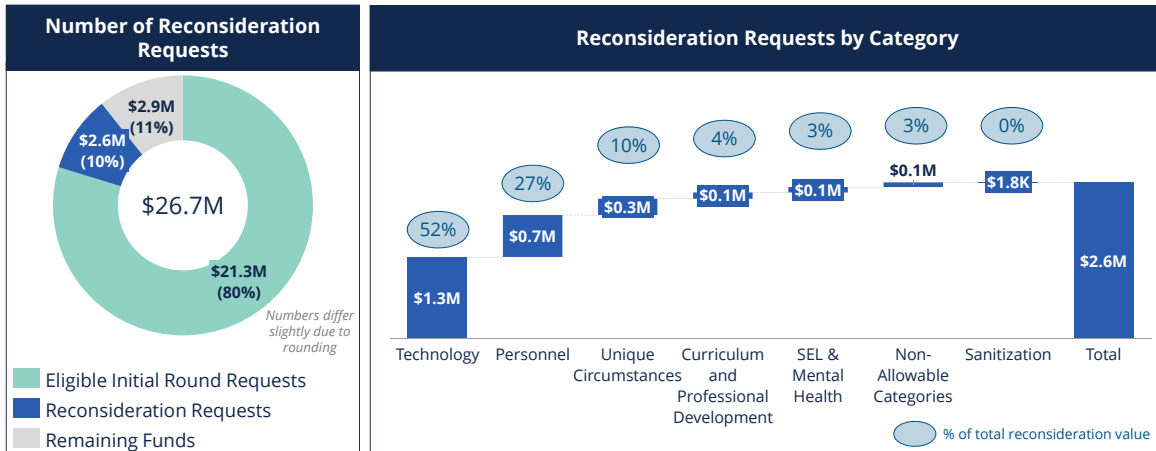
## Recall | Additional opportunities provided for schools to resubmit ineligible requests and submit new requests



## Recall | Reconsideration process gives schools a chance to further explain their initial requests



## Of the 72 EANS applicants, 37 submitted 196 reconsideration requests, totaling \$2.6M



Note: Total value of requests now includes 1) the value of Heritage Christian's requests, which were excluded from prior totals (+\$265k), and 2) the adjusted value of requests submitted for reconsideration based on requested changes in quantity (-\$467k)



## ESSER II Application Status Update



## ESSER II status update

**77 applications submitted; 84+ applications currently in progress as of April 29, 6pm CT**

**Significant KSDE time investment required for review, follow-up with districts for clarification, and any research on budgeted items**

- Live online training session (recorded & posted)
- Office hours are being scheduled to answer questions
- Submission template with detailed explanations
- FAQ document posted online
- Allowable use examples document posted online
- ESSER email address monitored; all district questions addressed in a timely fashion
- Follow-up with districts after application submission

**20 applications included in this week's pre-read material; goal is to review 49 applications for 5/11 KSBOE meeting**

- 359 individual expenditures (100%) recommended as eligible by KSDE, totaling a value of \$10.1M
- Additional 29 applications submitted by 4/23 being reviewed; will be discussed at 5/7 Task Force meeting



## 49 ESSER II plans are projected to be included in the May 11-12 KSBOE meeting

Data as of: April 29, 6pm CT

**77**  
Submitted

49 ESSER II plans were submitted by 4/23

**49**  
Entered Review

49 plans submitted by 4/23 have entered review

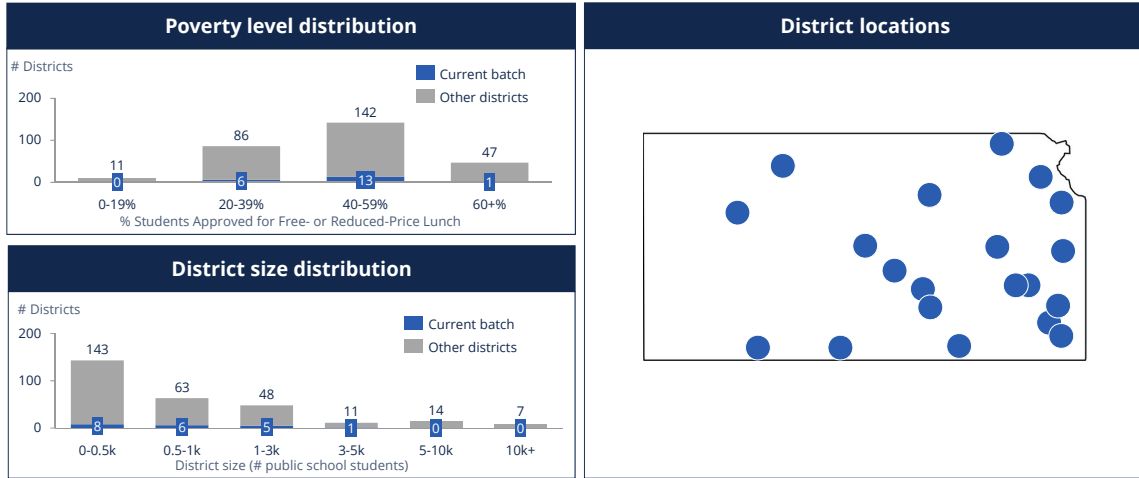
**40**  
Primary Reviews Completed<sup>1</sup>

20 plans underwent secondary review and will be addressed in 4/30 Task Force

1. Secondary reviews are conducted in batches to calibrate and ensure consistency across reviews

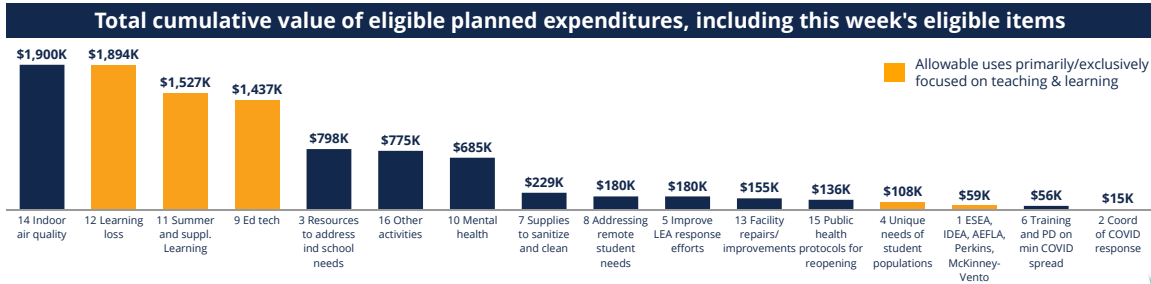
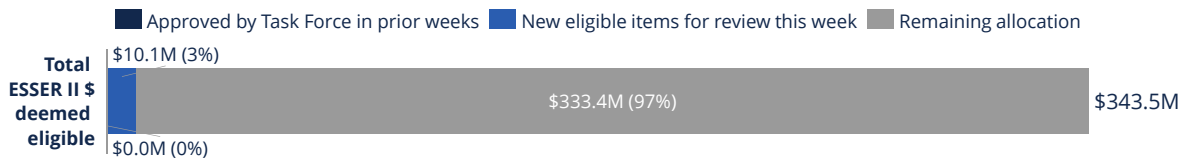


## Profile of this week's batch of ESSER II districts



## 3% of total ESSER II allocation has been reviewed to date

Data as of: April 29, 6pm CT





**Procedure |**  
**Today's meeting will primarily focus on ~\$10M of requests from 20 districts**

- KSDE staff will present a **summary of requests deemed eligible** by KSDE reviewers
- **Task Force members can ask questions and share comments**; if a Task Force member would like to propose a change to the recommendation, the **change would be subject to a majority vote** of the Task Force
- **Slate of reviewed requests** from today (including any approved changes) will be included along with requests reviewed on 5/7 in **final slate for Task Force approval** at the conclusion of the 5/7 meeting

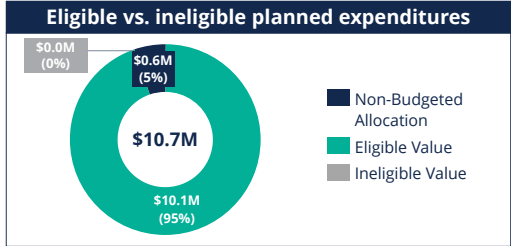


## Summary & Discussion of Requests Deemed Eligible by KSDE

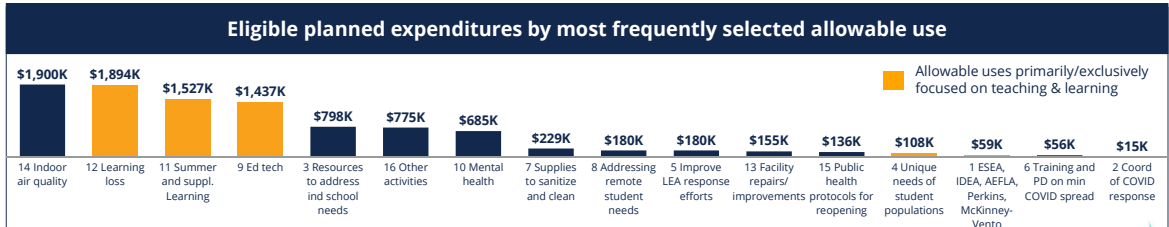


# 100% of planned expenditures in current batch recommended as eligible

Data as of: April 29, 6pm CT



Average eligible expenditures per district	Eligible planned expenditures per student <i>Over total length of program</i>
<b>\$507K</b> Range: \$84-1,727K	<b>\$579</b> Range: \$279-1,120



Note: Data reflects the 20 completed reviews included in the pre-read for the 4/30 Task Force meeting; Budgeted amount is less than the allocated amount for 8 districts

# Majority of eligible dollars going towards instruction, with significant investments in support services

Details on following pages

Function	Example	Value of eligible expenditures
<b>Instruction</b>	"After-school extended learning to address student remedial needs as identified by the classroom teacher and district screeners."	59% <b>\$6.0M</b>
<b>Support services</b>	"Hiring an additional nurse to help support COVID testing and increasing medical needs of students."	37% <b>\$3.8M</b>
<b>Facilities acquisition and construction</b>	"Put in a temporary classroom structure to decrease classroom size at grade 4. This will ensure small group numbers for MTSS reading, math and social emotional instruction in addition allowing continued social distancing"	3% <b>\$0.3M</b>
<b>Operation of non-instruction services</b>	"Additional kitchen staff for serving, preparing and sanitizing during additional lunch periods to provide for social distancing."	1% <b>\$0.1M</b>

Note: Function code categorization is displayed based on district reporting

## Backup | Breakdown of Instruction function by allowable use

### Instruction

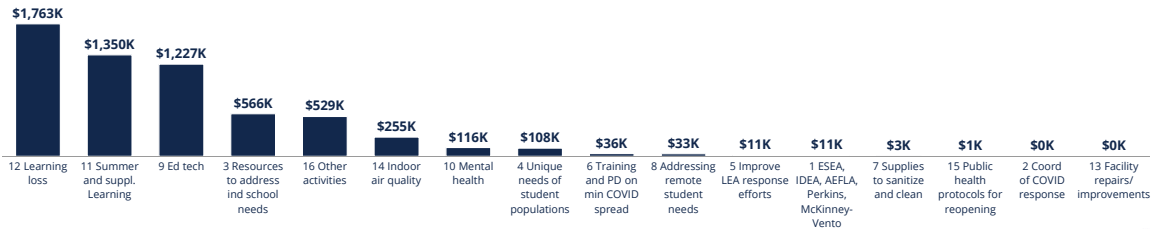
\$6.0M

#### Definition

**Instruction includes the activities dealing directly with the interaction between teachers and students.**

Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. This includes expenditures formerly reported under 3400 Student Activities. Teaching may also be provided through some other approved medium such as two-way interactive video, television, radio, telephone, and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) which assist in the instructional process.

#### Value of eligible expenditures by allowable use



Note: Allowable use categorization is displayed based on district reporting

## Backup | Breakdown of Support Services function by allowable use

### Support services

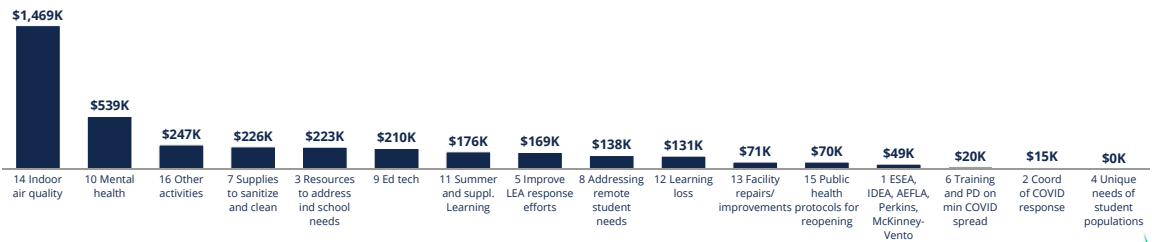
\$3.8M

#### Definition

**Support services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction.**

These services exist to fulfill the objectives of instruction, community services and enterprise programs, rather than as entities within themselves. The sub-functions of this function include: Student Support Services, Instructional Staff Support Services, General Administration, School Administration, Operation and Maintenance of Plant Services, Student Transportation, Central Services, and Other Support.

#### Value of eligible expenditures by allowable use



Note: Allowable use categorization is displayed based on district reporting

## Recall | Key differences between ESSER II and EANS I



**Different requirements for timing** of plan submission or Task Force response time<sup>1</sup>

ESSER II plans will be **reviewed on an ongoing basis** over the duration of the ESSER II program



Information on requests will be at a **higher level than EANS** (account-level vs. product/service-level)

Eligibility determinations will need to be made with **less granular information**



Districts have **set dollar allocations**, with **considerable flexibility** to use funds across 15 different allowable uses; in contrast, EANS I was a **competitive grant process** with no predetermined amount per school

Eligibility recommendations should focus on ensuring plans are **allowable within the 15 ESSER II allowable uses** and address **incremental COVID needs**

1. ESSER II does include timing requirements are for awarding of funds to districts (January 2022), and district obligation of funds (September 2023), but not the 30-day application launch or response time deadlines included in EANS I



Non-exhaustive

## Fundamental differences in federal guidance lead to differences in eligibility determinations between EANS I and ESSER II

Topics	✗ EANS I principles	✓ ESSER II principles	Eligible examples under ESSER II
Permanent fixtures	Permanent fixtures are not permissible given the <b>limited duration of the EANS program</b>	The <b>district owns the materials purchased</b> with ESSER funds	<ul style="list-style-type: none"> <li>Water filling station</li> <li>Renovation of foyer space</li> </ul>
Custodial services	Custodial services are <b>not permitted under EANS federal guidance</b>	Custodial services are an <b>allowable use under ESSER</b>	<ul style="list-style-type: none"> <li>Additional janitorial services</li> </ul>
Grades K-12	EANS request must pertain to <b>students in grades K-12</b>	ESSER funds are <b>not restricted to grades K-12</b>	<ul style="list-style-type: none"> <li>PreK-12 summer learning support</li> </ul>
Meeting the needs of other federal requirements (IEP)	Federal funds <b>may not be used to meet state requirements or requirements of other federal programs (IEP)</b>	Support of <b>federal programs, including IDEA, are allowable</b> under ESSER	<ul style="list-style-type: none"> <li>Curriculum to provide for SPED and Title classrooms</li> </ul>
Social-emotional support for staff	Mental health is <b>not an explicit EANS allowable use</b> ; requests <b>must be related to student support</b>	<b>Mental health for students and staff</b> are an ESSER allowable use	<ul style="list-style-type: none"> <li>Social-emotional support for staff</li> </ul>
Reimbursements	<b>Not all allowable uses are reimbursable</b> under EANS (e.g., redeveloping instructional plans for remote/hybrid learning)	<b>All allowable uses are reimbursable</b> under ESSER	<ul style="list-style-type: none"> <li>Redeveloped curriculum to address remote learning</li> </ul>



Non-exhaustive

## Key differences in program structure also inform approaches to describing and evaluating requests

EANS I	ESSER II
<p><b>State is accountable</b> for use of federal funds</p>	<p><b>District / State are accountable</b> for use of federal funds</p>
<p><b>Competitive grant</b> for an unspecified amount per school</p>	<p><b>Set allocation of funds</b> per district</p>
<p>Awards of <b>products, services, and assistance</b></p>	<p>Awards of <b>funds</b></p>



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



## Examples of Requests Requiring KSDE Follow-up with Districts



## Examples of requests requiring KSDE follow-up with districts

Example request requiring follow-up	Rationale for follow-up
<p>"We intend to utilize ESSER II funds to cover additional costs already incurred by the District that were not covered by ESSER 1 or SPARKS money. This includes - additional substitute teachers for teachers in quarantine, cleaning materials, <b>extra-curricular costs due to loss of gate receipts</b>, etc."</p>	<ul style="list-style-type: none"> <li>• <b>Multiple expenditure types were placed under one function / object code</b> that did not align with the specified items</li> <li>• <b>Extracurricular costs are not an allowable use</b> under ESSER II</li> </ul>
<p>"Additional measures for preventing COVID spread by improving air quality - <b>asbestos removal of outdated ceiling tiles.</b>"</p>	<ul style="list-style-type: none"> <li>• <b>Asbestos removal is not among CDC guidelines</b> for improving air quality in relation to COVID</li> </ul>
<p>"Install 22 <b>mini-split heat pump air condition to replace outdated units.</b> The replacement of the outdated units will improve the air quality of the school and provide a safer, more efficient and better equipped schools for our students, staff, and patrons."</p>	<ul style="list-style-type: none"> <li>• <b>The air-conditioning units specified do not align with CDC guidelines</b> for improving air quality in relation to COVID</li> </ul>
<p>"NWEA - MAP Assessment Tool. <b>We had planned to drop this, but want to continue if covered by ESSER II</b>"</p>	<ul style="list-style-type: none"> <li>• The request <b>does not adequately articulate an incremental COVID need</b>, particularly in light of additional assessment software recommended as eligible within their ESSER II plan</li> </ul>



## Status update on ESSER I reporting



## ESSER I status update

### **285 ESSER I reports out of 291 (286 districts + 5 interlocals) have been submitted (as of April 29, 7pm CT)**

- The remaining 6 reports are expected this week; districts and interlocals that have not submitted their reports by April 30 will have federal funds withheld until reports are submitted

### **Preliminary aggregation of the first 274 reports with expenditures shows that districts and interlocals have spent at least \$59M of the \$84M ESSER I allocation through 3/31**

- \$59M represents 70% of ESSER I direct district and SPED allocations
- Most frequent allowable uses were educational technology and supplies to minimize COVID spread
- Current reports capture expenditures from March 2020 – March 2021; districts and interlocals have through September 2022 to spend remaining ESSER I funding

*Note: Numbers are preliminary estimates and are expected to change as reports are received and screened by KSDE*

### **Once reports are screened for completion, additional detail will be shared with the Task Force**

- KSDE will review all 291 reports to ensure they were completed correctly
- KSDE expects to be able to share summary findings with the Task Force in mid/late May



## Next steps and plan for 5/7 Task Force meeting



## Next Steps

- KSDE to incorporate any approved Task Force changes to eligibility determinations
- KSDE to complete review of next batch applications, following up with districts as appropriate
- Pre-read of reviewed applications for Task Force will be provided on Wednesday, 5/5; KSDE to prepare materials for next week's Task Force meeting on 5/7
- **Next Week (5/7):** Task Force meeting focused on reviewing and voting on first batch of ESSER II applications as well as ~200 EANS reconsideration requests in advance of KSBOE meeting





Thank You



*Kansas leads the world in the success of each student.*



# 15 Authorized Uses for ESSER II Funds

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>1. <b>Any activity authorized by the ESEA of 1965</b>, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and 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.)</p>	<ul style="list-style-type: none"> <li>• Expand Title 1 Program for learning loss.</li> <li>• Add staff to lower class sizes for COVID-related safety. (Cohorting, increasing physical space, etc.)</li> <li>• Create additional family engagement activities – surveys, etc. to provide feedback for program development. (Making connections outside of school hours.)</li> <li>• Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote.</li> <li>• Provide personal protective equipment and other resources to safely, send teachers to work with students in the home, when appropriate.</li> </ul>
<p>2. <b>Coordination of preparedness and response efforts</b> of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</p>	<ul style="list-style-type: none"> <li>• Assign staff to attend coordinating meetings.</li> <li>• Meet regularly with county health officials and emergency management staff.</li> <li>• Share resources and facilities with county health officials and emergency management staff.</li> </ul>
<p>3. Providing principals and others school leaders with the <b>resources necessary to address the needs of their individual schools.</b></p>	<ul style="list-style-type: none"> <li>• Provide professional development on leading during a pandemic, addressing learning loss, etc.</li> <li>• Provide professional development on addressing mental health for staff and students.</li> <li>• Provide health care training for administrators and school leaders.</li> <li>• Develop remote learning strategies.</li> <li>• Provide training for communicating with parents, staff, and students during remote learning.</li> </ul>

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>4. <b>Activities to address the unique needs of low-income children or students</b>, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, <b>including how outreach and service delivery will meet the needs of each population.</b></p>	<ul style="list-style-type: none"> <li>• Locate disengaged students and make sure they have access to education.</li> <li>• Connect families with community resources.</li> <li>• Translate materials for families.</li> <li>• Establish a safe in-person environment for a limited number of students most in need of in-person support, even while most of the district may be remote. Hold classes at different hours of the day to accommodate unusual family schedules.</li> <li>• Provide meals (sack lunches) for students who cannot safely come to school.</li> </ul>
<p>5. Developing and implementing <b>procedures and systems to improve the preparedness and response efforts</b> of local educational agencies.</p>	<ul style="list-style-type: none"> <li>• Pay staff for time outside of their contract to develop and implement necessary procedures in response to a health emergency, i.e. health protocols, mitigation of virus, cohorting procedures.</li> </ul>
<p>6. <b>Training and professional development for staff</b> of the local educational agency on sanitation and minimizing the spread of infectious diseases.</p>	<ul style="list-style-type: none"> <li>• Bring in health departments and other community health professionals to provide professional development on mitigation efforts, training on how to use tools/ technology, etc.</li> <li>• Train all school staff on appropriate sanitation.</li> <li>• Share school staff training with staff from other agencies such as hospitals, nursing homes, businesses, retail stores, etc.</li> <li>• Share school sanitation protocol training with parents.</li> </ul>
<p>7. <b>Purchasing supplies to sanitize and clean the facilities</b> of a local educational agency, including buildings operated by such agency.</p>	<ul style="list-style-type: none"> <li>• Purchase additional supplies or specialty equipment necessary to mitigate the virus within school buildings.</li> <li>• Purchase personal protective equipment; face masks, shields, gowns, gloves, etc.</li> </ul>
<p>8. <b>Planning for, coordinating, and implementing activities during long-term closures</b>, 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.</p>	<ul style="list-style-type: none"> <li>• Provide for the excess costs associated with nutritional services – delivery, additional distribution locations, additional sanitation protocols/equipment.</li> <li>• Provide remote learning sites, internet hotspots, etc.</li> <li>• Provide meals (sack lunches) for students who cannot safely come to school.</li> <li>• Provide training for parents, staff, and students on use of technology.</li> <li>• Provide training for parents, staff, and students on remote learning practices and strategies.</li> </ul>

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p><b>9. Purchasing educational technology</b> (including hardware, software, and connectivity) for students who are served 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.</p>	<ul style="list-style-type: none"> <li>• Purchase additional technology such as tablets, laptops, screen readers etc. for remote teaching and remote learning.</li> <li>• Increase broadband for schools.</li> <li>• Purchase offsite internet security software to protect students and equipment.</li> <li>• Hire IT staff to implement and support additional technology.</li> <li>• Provide mental health services and supports.</li> </ul>
<p><b>10. Providing mental health services and supports.</b></p>	<ul style="list-style-type: none"> <li>• Contract with mental health agencies to provide counseling, social services, and access to mental health professionals for staff and students in response to COVID-19.</li> <li>• Provide professional development for counselors and social workers.</li> <li>• Develop and implement early warning systems/screeners to identify staff and student mental health needs.</li> <li>• Work with local mental health professionals to train school staff on mental health issues to watch for in students, staff, and parents; as well as how to respond appropriately.</li> </ul>
<p><b>11. Planning and implementing activities related to summer learning and supplemental after school programs</b>, 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.</p>	<ul style="list-style-type: none"> <li>• Cover additional salaries/expenses for staff, utility bills, etc. associated with summer extended learning.</li> <li>• Cover expenses associated with providing student transportation to summer learning programs.</li> <li>• Cover expenses associated with additional learning materials to address specific needs created by or as a result of the pandemic.</li> <li>• Implement effective and impactful summer learning programs and after-school programs: Team teach, small classes, varied timeframes, curriculum tied to field trips and hands-on activities, multi-age student groupings, cross curricular instruction, etc.</li> </ul>

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p><b>12. Addressing learning loss among students</b>, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by —</p> <ol style="list-style-type: none"> <li>Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.</li> <li>Implementing evidence-based activities to meet the comprehensive needs of students.</li> <li>Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.</li> <li>Tracking student attendance and improving student engagement in distance education.</li> </ol>	<ul style="list-style-type: none"> <li>Purchase screeners or assessments to help identify student learning loss.</li> <li>Provide tutoring services to students.</li> <li>Host parent camps – provide technology training, curriculum explanation/ training, etc.</li> <li>Extend the length of the school year. Add more breaks if necessary.</li> <li>Purchase curriculum targeted toward areas in which students have fallen behind.</li> </ul>
<p><b>13. School facility repairs and improvements</b> to enable operation of <b>schools to reduce risk of virus transmission and exposure to environmental health hazards</b>, and to support student health needs.</p>	<ul style="list-style-type: none"> <li>Install plexiglass dividers and shields for classrooms, libraries, cafeterias, etc.</li> <li>Replace non-opening windows with windows that open.</li> <li>Contract an audit of district, pandemic safety protocols.</li> <li>Create signage related to pandemic safety protocols, i.e. one-way traffic flow in cafeteria, library, etc.</li> <li>Remodel space to create more classrooms to allow smaller, socially distanced class sizes.</li> <li>Lease space in community buildings to allow smaller, socially distanced class sizes.</li> </ul>

AUTHORIZED USES FOR ESSER II FUNDS	EXAMPLES
<p>14. Inspection, testing, maintenance, repair, replacement, and upgrade <b>projects to improve the indoor air quality in school facilities</b>, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.</p>	<ul style="list-style-type: none"> <li>• Upgrade filtration/HVAC systems for better air flow and outdoor air circulation.</li> <li>• Contract for an audit of HVAC systems.</li> <li>• Improve air filtering systems</li> <li>• Add air purification systems</li> </ul>
<p>15. Other <b>activities that are necessary to maintain the operation of and continuity of services</b> in local educational agencies and continuing to employ existing staff of the local educational agency.</p>	<ul style="list-style-type: none"> <li>• Payments for already contracted services that can't be used due to the pandemic – i.e. school bus services.</li> <li>• Payments of salaries for staff whose duties can't be performed when schools are in remote learning environments.</li> <li>• Payment of salaries for staff who are afflicted by COVID or underlying health conditions that prohibit them from working and the staff member has no remaining sick leave – hazard pay.</li> <li>• Payments for additional staff duties or risks that are due to additional COVID-19 related duties. <b>NOTE: Bonuses are explicitly prohibited.</b></li> <li>• Payment for substitute teachers necessary due to staff members being quarantined.</li> <li>• Hire additional nurses, custodians, counselors, social workers, teachers, cooks, IT staff. All additional staff must be related to needs caused by COVID.</li> </ul>

For more information, contact:

Dr. S. Craig Neuenswander  
Director  
Division of Fiscal and Administration Services  
(785) 296-3871  
[cneuenswander@ksde.org](mailto:cneuenswander@ksde.org)



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212

[www.ksde.org](http://www.ksde.org)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

## Kansas ESSER II FAQs

**Last Updated: 3/25/21**

The purpose of this document is to answer Frequently Asked Questions related to the Elementary and Secondary School Emergency Relief (ESSER II) program under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

### Kansas ESSER II Program Overview

#### **1. What is the purpose of the Elementary and Secondary School Emergency Relief (ESSER) program?**

The ESSER program is intended to help States and school districts safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

#### **2. How much ESSER II money is Kansas receiving, and how are Kansas's ESSER II funds being allocated to districts?**

Kansas is receiving approximately \$370M for ESSER II, which is more than four times the amount received in ESSER I. Similar to ESSER I, 90% of ESSER II funds is allocated to districts through the Title I formula, 9.5% must be used by KSDE to address issues responding to coronavirus, including measuring and addressing learning loss, and 0.5% is reserved for program administration.

The 9.5% (approximately \$37M) of ESSER II discretionary funds will be utilized in three ways:

- Ensuring that all districts receive at least \$300 per student in ESSER II funds (ESSER II KSDE per-student additional allocation)
- Granting \$150,000 to the School for the Blind & School for the Deaf, which do not receive funds through LEA distributions
- Providing the remainder of funding to districts to support special education over the 2021-22 and 2022-23 school years (ESSER II SPED)

Exact amounts allocated by district across ESSER funds and earmarks will be shared to the [KSDE Federal Disaster and Pandemic Relief page](#) shortly. Please note – ESSER II special education funding allocations are under development and will be shared publicly with districts at a later date.



### **3. Are districts competing for any ESSER II funds?**

No. All ESSER II funds are being allocated to districts according to formulas mandated by the federal government (or KSDE in the case of State Educational Agency discretionary funds). Each district will be drawing down funds specifically earmarked for that district and may not exceed that amount of funds under any circumstances. Any unused funds will be returned to the federal government and re-allocated to other States.

### **4. Who is responsible for making decisions within the Kansas ESSER II program?**

Kansas Education Commissioner Dr. Randy Watson has established a Task Force with a range of public and private school representatives to provide strategic oversight for the distribution of federal funding to support Kansas K-12 schools through both the EANS (non-public school) and ESSER (public school) programs. With support from KSDE, the Commissioner's Task Force will review applications to ensure districts' proposed uses of funds are allowable under ESSER II requirements and to monitor ESSER program spending across the state. The Commissioner's Task Force will then submit its recommendations to the Kansas State Board of Education for final approval. All Task Force meetings are livestreamed, recorded, and open to the public. More information on the Commissioner's Task Force, including members, agendas, meeting materials, minutes, and recordings, can be found [here](#).

### **5. Aside from the creation of the Task Force, how else will KSDE's administration of the ESSER II program differ from ESSER I?**

ESSER II is over four times the size of ESSER I in terms of funding. With significant additional resources comes a responsibility to rigorously oversee and track the use of funds. In addition to the creation of the Commissioner's Task Force, there will be more regular, detailed reporting requirements for districts on past expenditures as well as a more formal application process. Please see below for more detail on both reporting and application requirements.

### **6. Over what time period are ESSER II funds available?**

ESSER II funds may be used for costs dating back to March 13, 2020, when the national emergency was declared. Funds are available to obligate through September 30, 2023.

### **7. Should ESSER I funds be used up before accessing ESSER II funds?**

Yes. LEAs should plan to use all remaining ESSER I funds before making use of the ESSER II funds, given the shorter remaining period of availability. However, districts

are welcome to apply for ESSER II funds in parallel as they spend down their remaining ESSER I funding.

## **ESSER Reporting**

### **8. What ESSER reporting requirements are being put in place?**

Beginning in April, 2021, districts will be required to submit quarterly reports of all ESSER expenditures to date through the end of the prior quarter. Quarterly reports will include expenditures incurred from the beginning of the ESSER program through the end of the prior quarter.

### **9. Do these reporting requirements extend to ESSER I? Do different ESSER funds need to be tracked separately?**

Yes. ESSER reporting will be required for all ESSER funds, including ESSER I, II, and III, as well as funds set aside for special education. Districts are expected to track all ESSER grants and earmarks separately, and the reporting template is formatted accordingly. This includes tracking ESSER I and ESSER II separately as well as tracking ESSER II minimum allocation separately from the KSDE per-student additional allocation (for those districts which did not receive at least \$300 per student in the minimum allocation) and the ESSER II special education allocation.

### **10. Should ESSER I reporting include expenditures from non-public schools?**

Yes. Districts should report on all ESSER I expenditures to-date across public and non-public schools.

### **11. When will reports be due and how will they be submitted?**

Reports will be due to KSDE by Friday of the second full week after the prior quarter ends, covering expenditures through and including the prior quarter. For example:

- Reporting through March 31<sup>st</sup>, 2021 must be submitted by April 16<sup>th</sup>, 2021
- Reporting through June 30<sup>th</sup>, 2021 must be submitted by July 16<sup>th</sup>, 2021
- Reporting through September 30<sup>th</sup>, 2021 must be submitted by October 15<sup>th</sup>, 2021

Reports must be submitted through the Kansas CommonApp. Additional information and training can be found on the [KSDE Federal Disaster and Pandemic Relief page](#).

### **12. Do districts need to submit reports in order to draw down funds?**

Yes. Timely reporting is required in order for districts to be able to draw down any ESSER funds spent to-date.

### **13. What information will each report include?**

Each Past Expenditure Report will include the submission of cumulative, account-level expenditures through the end of the prior quarter. This includes both an Excel template as well as a brief form:

- The Excel template breaks down expenditures by account, which must be delineated at the fund/function/object/ESSER allowable use level; each account must also be accompanied by a brief description of expenditures within the account and how they addressed a COVID-19 need
- The form includes a free-response summary that captures how the district has spent its funds and the impact of those funds on students. The summary should cover all funding earmarks (e.g., direct district allocations, SPED, and KSDE per-student additional allocation if applicable)

### **14. Once a district has spent all of its ESSER I funding, does it still need to report on all ESSER funding in each quarterly report?**

Yes. Each quarterly report should be a cumulative summary of ESSER expenditures starting March 13, 2020. This cumulative report is meant to capture any adjustments to expenditures prior to districts closing the books in a given fiscal year. If there have been no changes since the prior quarter's report, districts may use the same data as reported in the prior quarter's report to make the process more efficient. In this case, districts may also state "no changes since prior quarter's report" in response to the quarterly reporting narrative question.

### **15. Does the report require information on past expenditures for other federal funding streams (e.g. CRF / SPARK funding)?**

No. This quarterly reporting process focuses only on ESSER funding.

### **16. Does the monthly reporting requirement mean districts will need to retroactively provide quarterly reports from March 2020 through March 2021?**

No. There will be a single report due on April 16, 2021 that is intended to gather cumulative information on expenditures from March 13, 2020 through March 31, 2021; monthly reporting will begin after this first report. KSDE will not be requiring or accepting retroactive quarterly reports from March 2020 through March 2021.

### **17. Should districts be reporting based on actual expenditures or draw downs?**

For the purposes of quarterly ESSER reporting, districts should report based on actual expenditures, not draw downs / reimbursed expenses.

**18. How should districts address Special Education Cooperatives and Interlocals in their reporting?**

Each district is responsible for reporting on past ESSER expenditures for its entire ESSER SPED allocation, irrespective of whether or not those funds were ultimately spent by another entity. Object code 564 (LEA Payments to COOPs/Interlocals) will not be permitted in reporting or applications; districts are required to use other function and object codes to disaggregate payments to COOPs/Interlocals and clearly define where ESSER SPED funding is being spent. Districts should work with their Cooperative or Interlocal to determine which expenditures (or which proportion of each expenditure) should be tied back to the ESSER funds specifically allocated to each district.

**19. Will reports include budgeted future expenditures?**

No. Budgeted future expenditures will be included in the application (see below). Reporting only covers expenditures to-date.

**20. Should SEAs and LEAs anticipate federal monitoring or auditing of ESSER funds?**

Yes. The Department will monitor the use of ESSER funds. In addition, ESSER funds are subject to audit requirements under the Single Audit Act and to review by the Government Accountability Office. The Department's Office of the Inspector General may audit program implementation, as may any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**21. How can districts modify their chart of accounts to make reporting easier?**

Districts are encouraged to align their chart of accounts so that each distinct fund-function-object-allowable use combination has its own unique account. Although allowable use categories differ slightly between ESSER I, II, and III, the ESSER reporting template has been designed to maximize compatibility across these programs so the same accounts can be mimicked throughout the duration of the program.

**22. What level of granularity is required for function and object codes in ESSER reporting?**

For ESSER reporting, districts must use at least the level of function and object code granularity that is required for state budget reporting. However, districts are strongly encouraged to use more granular codes where possible. There is one notable exception to this rule: object code 564 (LEA Payments to COOPs/Interlocals)

will not be permitted in reporting; districts are required to use other function and object codes to disaggregate payments to COOPs/Interlocals and clearly define where ESSER SPED funding was spent. Additional information, including which function and object codes are included in state budget reporting, can be found in the [Kansas Accounting Handbook](#).

### **23. What level of granularity is required for each row in the past expenditure Excel data tables?**

The intent is for districts to pull their chart of accounts into the Excel, only breaking up an account into multiple rows if portions of the account's expenditures correspond to different ESSER allowable uses. Districts should not report individual transactions.

### **ESSER II Application**

### **24. Where can districts access the ESSER II application materials?**

The application questions and Excel template can be found on the [KSDE Federal Disaster and Pandemic Relief page](#). Districts should access and submit their applications on the [Kansas CommonApp](#).

### **25. Are non-public schools eligible to apply for ESSER II?**

Non-public schools are not eligible for ESSER II, but may be eligible for Emergency Assistance to Non-public Schools (EANS). Kansas EANS I application materials can be found on the [KSDE Federal Disaster and Pandemic Relief page](#).

### **26. What information does the ESSER II application include?**

Each application will include the submission of account-level budgeted expenditures (Excel template) as well as a set of accompanying narratives.

The Excel template asks districts to break down budgeted expenditures by account by state fiscal year, which must be delineated at the fund/function/object/ESSER allowable use level; each account must also be accompanied by a brief description of expenditures within the account and how they will be used to address a COVID-19 need. The budgeted expenditures are categorized in the same way as past expenditures.

In addition to budgeted expenditures, districts must submit accompanying narratives that:

- Briefly describe the impacts of COVID-19 on the district and its students

- Lay out a plan for any remaining ESSER I and ESSER I SPED funding (if applicable)
- Provide an overview of the district's plan for using ESSER II funds
- Convey the anticipated/targeted impact of ESSER II expenditures
- Outline the district's need and plan for using ESSER II SPED funds

### **27. When should districts submit their ESSER II application?**

Applications for ESSER II funds are now open; there currently is no deadline for applying for ESSER II funds, but districts may not draw down ESSER II funds until their application has been reviewed by KSDE and the Commissioner's Task Force and approved by the Kansas State Board of Education (KSBOE). The KSBOE meeting schedule can be found [here](#).

While districts can submit plans for only a portion of their total ESSER II funding, each plan must cover the same time period across funding streams. For example, districts may not submit one plan for their direct district allocation in May and another plan for their KSDE per-student allocation in August; instead districts should submit a single plan across both funding streams in May.

Please note – ESSER II special education funding allocations are under development and will be shared publicly with districts at a later date. Until then, districts should not submit ESSER II SPED plans.

### **28. How will KSDE and the Task Force determine which proposed district expenditures to approve?**

Budgeted district expenditures will be evaluated based on whether or not they are deemed necessary, reasonable, and allowable under the ESSER program. KSDE and the Task Force will not prescribe exactly how districts use their funds; they will merely provide oversight to ensure funds are used in a manner consistent with the spirit and letter of the federal guidelines.

### **29. Who will have access to the information contained in the applications?**

Applications will be reviewed by the Commissioner's Task Force in recorded public meetings, and all information entered in the application is subject to public disclosure.

### **30. How should districts address Special Education Cooperatives and Interlocals in their application?**

ESSER II special education funding allocations are under development and will be shared publicly with districts at a later date. Until then, districts should not submit ESSER II SPED plans.

Each district is responsible for applying for its own ESSER SPED allocation, irrespective of whether or not those funds will ultimately be spent by another entity. Object code 564 (LEA Payments to COOPs/Interlocals) will not be permitted in reporting; districts are required to use other function and object codes to disaggregate payments to COOPs/Interlocals and clearly define where ESSER SPED funding was spent. Districts should work with their Cooperative or Interlocal to determine which expenditures (or which proportion of each expenditure) will be tied back to the ESSER funds specifically allocated to each district.

### **31. Where can districts find their allocation amounts for ESSER II?**

Direct district allocations and KSDE per-student additional allocations can be found on the [KSDE Federal Disaster and Pandemic Relief page](#). In addition, when a district enters its district number in the application Excel template, the sheet will autopopulate with the district's allocation.

### **32. Does a district need to apply for its full ESSER II allocation at once? Can a district submit multiple applications?**

Districts do not need to apply for their full ESSER II allocations at once. Districts should submit a plan 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 district until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

Please note – KSDE will award the full ESSER II allocation amount to districts once the assurances in the ESSER II application are signed and approved; however, districts will only be able to draw down funding up to the total submitted and approved in their current plan.

### **33. Should districts establish account codes and names prior to submitting their ESSER II application?**

Yes. Districts are required to provide the account codes and names they will use to track ESSER II expenditures in order to enable monitoring in future monthly reporting.



**34. How long will it take following application submission for districts to be able to draw down ESSER II funds?**

Application review and approval will require input from the Task Force as well as the State Board of Education, which meets monthly. Turnaround time will vary depending on when in the cycle the application is received but is expected to be 4-6 weeks.

**35. What level of granularity is required for each row in the ESSER II application Excel data tables?**

The intent is for districts to pull in or create accounts they will use to track ESSER II expenditures, only breaking up an account into multiple rows if portions of the account's expenditures will correspond to different ESSER allowable uses. Districts should not budget at the individual transaction level.

**Kansas CommonApp**

**36. What is the Kansas CommonApp?**

The Kansas CommonApp is a grant management platform used by KSDE and the Kansas Children's Cabinet and Trust Fund to manage grant programs. The Kansas CommonApp is where districts can access and submit their quarterly ESSER expenditure reporting questions as well as the ESSER II application.

**37. How can I access the monthly reporting and application questions?**

Districts should visit the [Kansas CommonApp](#) and create an account. Once the account is created, the account user may log in and click "Start Application." On the first page, applicants should select "Kansas State Department of Education" as the Funding Agency or Entity, and then select either "ESSER II Application" or "ESSER Quarterly Reporting – Report 1" to access the application questions.

**38. Can multiple accounts work on the same application?**

No. An application can be linked to one applicant account only. Other applicants with their own login credentials will not be able to see, edit, or submit applications unless they created them themselves.

**39. Can districts create one account and have multiple people working on the application at once through that account?**

The CommonApp platform vendor (GoodGrants) does not encourage use of one account by multiple users to complete different parts of a single application at once; this could lead to data being lost if one person is editing and another one is



saving. Districts should use the Word Document of questions and Excel template to gather information from multiple people, and then have one person input the information and upload the completed Excel file into the CommonApp.

### **ESSER II Allowable Uses**

#### **40. How may districts use ESSER II funds? Are the rules different from ESSER I?**

Districts may use ESSER II funds across the set of allowable uses defined in the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act); these allowable uses are also permissible under ESSER I. An additional allowable use around public health protocols for school reopening (defined for ESSER III in the American Rescue Plan) is also permissible under ESSER I and II. See below for the full list of allowable use categories for ESSER II:

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney Vento Homeless Education Assistance Act.
2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Providing principals and other school leaders with the resources necessary to address school needs.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.
5. Developing and implementing procedures and systems to improve LEA preparedness and response efforts.
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean LEA facilities.
8. Planning for and coordinating during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA that aids in regular and substantive educational interactions between students and their classroom teachers, including assistance technology or adaptive equipment.

10. Providing mental health services and supports.
11. Planning and implementing activities related to summer 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.
12. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by–
  - a. Administering and using high-quality assessments to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.
  - b. Implementing evidence-based activities to meet the comprehensive needs of students.
  - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
  - d. Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to reduce risk of virus transmission and to support student health needs.
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
16. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

**41. How much flexibility does a district have in determining the activities to support with ESSER funds?**

Districts have full discretion over the use of their ESSER funds so long as those uses are necessary, reasonable, and allowable under the federal guidelines of the ESSER program. KSDE and the Task Force will not prescribe exactly how districts use their

funds; they will merely provide oversight to ensure funds are used in a manner consistent with the spirit and letter of the federal guidelines.

**42. May a district use its ESSER formula funds to support any school in the district, regardless of a school's Title I, Part A status?**

Yes. Under ESSER II, federal guidelines do not define how an LEA distributes funds to schools. An LEA may support any school in the district or it may target funds based on poverty, indication of school needs, or other targeting measures. However, Elementary and Secondary Education (ESEA) Title I maintenance of effort and comparability tests must continue to be met, using state and local funds.

**43. Are districts required to provide equitable services to nonpublic schools with ESSER II funds?**

No. Unlike ESSER I, ESSER II does not require LEAs to provide equitable services to nonpublic schools. A separate program was launched for Emergency Aid to Nonpublic Schools (EANS).

**44. May a district use ESSER funds for allowable costs incurred prior to receiving grant funds?**

Yes. A district may use ESSER funds for any allowable expenditure incurred on or after March 13, 2020, the date the President declared the national emergency due to COVID-19.

**Change Requests**

**45. Can ESSER II applications/plans be altered after submission?**

Yes, there will be opportunities to request modifications to the originally submitted plan over time, as well as opportunities to submit revised or new plans. KSDE is developing a process for change request submissions and will share the details when they are available in the near future.

**Maintenance of Effort**

**46. Are ESSER funds subject to a supplanting prohibition?**

No, ESSER does not contain a supplanting prohibition. However, other federal fund restrictions do apply, which make replacing existing state and local funds with ESSER funds essentially impossible. ESSER funds may only be used for reasonable,

necessary, and allowable costs that prevent, prepare for, and respond to coronavirus. In general, ESSER may not be used to pay for regular services that are ordinarily funded through other means.

**47. What are the Maintenance of Effort requirements of the ESSER program?**

Under the CARES Act (ESSER I), a State must maintain support for elementary and secondary education in each of fiscal years (FY) 2020 and 2021 at least at the level of such support that is the average of the support for elementary and secondary education provided in FYs 2017, 2018, 2019. Additional information regarding the ESSER I Maintenance of Effort requirement can be found [here](#).

Under the CRRSA Act (ESSER II), a state must maintain support for elementary and secondary education in FY 2022 at as least the same proportional share of the State's support for elementary and secondary education relative to the State's overall spending averaged over FYs 2017, 2018, and 2019.

## ESSER II Plan Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced-Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	112	Central Plains	650	31%	\$ 264,965	\$ 264,965	100%	\$ 264,965	100%	\$ 408
2	113	Prairie Hills	1,078	34%	\$ 508,605	\$ 508,605	100%	\$ 508,605	100%	\$ 472
3	204	Bonner Springs	2,603	45%	\$ 1,727,348	\$ 1,727,348	100%	\$ 1,727,348	100%	\$ 664
4	220	Ashland	190	52%	\$ 142,682	\$ 142,682	100%	\$ 142,682	100%	\$ 751
5	239	North Ottawa County	604	43%	\$ 296,260	\$ 296,260	100%	\$ 296,260	100%	\$ 490
6	247	Cherokee	456	65%	\$ 526,559	\$ 510,630	97%	\$ 510,630	100%	\$ 1,120
7	248	Girard	997	42%	\$ 690,953	\$ 601,587	87%	\$ 601,587	100%	\$ 603
8	255	South Barber	209	49%	\$ 153,565	\$ 153,565	100%	\$ 153,565	100%	\$ 735
9	256	Marmaton Valley	245	44%	\$ 220,083	\$ 209,900	95%	\$ 209,900	100%	\$ 857
10	257	Iola	1,143	56%	\$ 1,350,095	\$ 1,231,080	91%	\$ 1,231,080	100%	\$ 1,077
11	262	Valley Center Public Schools	3,049	38%	\$ 1,144,638	\$ 1,144,638	100%	\$ 1,144,638	100%	\$ 375
12	285	Cedar Vale	140	56%	\$ 167,826	\$ 83,913	50%	\$ 83,913	100%	\$ 599
13	293	Quinter Public Schools	313	29%	\$ 153,397	\$ 153,397	100%	\$ 153,397	100%	\$ 490
14	309	Nickerson	1,147	51%	\$ 723,530	\$ 695,305	96%	\$ 695,305	100%	\$ 606
15	326	Logan	137	45%	\$ 90,813	\$ 90,813	100%	\$ 90,813	100%	\$ 663
16	362	Prairie View	876	45%	\$ 504,926	\$ 504,926	100%	\$ 504,926	100%	\$ 576
17	377	Atchison County Community Schools	468	38%	\$ 278,199	\$ 278,199	100%	\$ 278,199	100%	\$ 594
18	394	Rose Hill Public Schools	1,611	28%	\$ 518,328	\$ 450,225	87%	\$ 450,225	100%	\$ 279
19	420	Osage City	695	46%	\$ 496,759	\$ 338,162	68%	\$ 338,162	100%	\$ 487
20	493	Columbus	892	57%	\$ 748,446	\$ 748,446	100%	\$ 748,446	100%	\$ 839
<b>Total</b>			<b>17,503</b>	<b>43%</b>	<b>\$ 10,707,977</b>	<b>\$ 10,134,646</b>	<b>95%</b>	<b>\$ 10,134,646</b>	<b>100%</b>	<b>\$ 579</b>

**Kansas CommonApp (2020)**

1188-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



pNoNZXqw

# 112 Central Plains ESSER II Plan 0330

---

## 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 112 Central Plains

**Applicant / Mailing Address**

| PO Box 168  
| Holyrood , Ks 67450

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | gclark@usd112.org

**Applicant / Phone Number** | 7852523695

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

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

---

## Application details

Full District Name | Central Plains

District Number | 112

Mailing Address   Street Address		PO Box 168
Mailing Address   City		Holyrood
Mailing Address   Zip Code		67525
Authorized Representative of the District   Name		Greg Clark
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		gclark@usd112.org
Authorized Representative of the District   Phone Number		+17852523695
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		dney@usd112.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 112 Central Plains lowest achieving students have been the most impacted academically by the closure of school last spring. We have seen students who fell well behind their peers due to the lack family support they received. The cost impact is still being realized as we planning a summer school session to help these student who are struggling. In our district we are looking at close to 100 of our 480 students who will need remedial help and credit recovery this summer.

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

Summer programs for students, Technology, after school programs, curriculum, cleaning supplies, extra duty pay, extra bus routes, summer food program, Professional Development, facility repairs

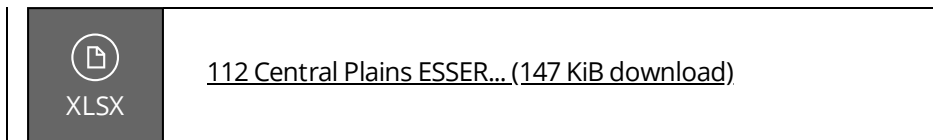
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?



## Notes on ESSER II application Excel template:

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

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



# 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 | Greg Clark

Date | 04/13/2021

---

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

USD	District Name	Data as of
112	Central Plains	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
112-1-001	Eligible	Direct Allocation	Support Services (Instructional Staff)	Professional-Education Services	5. Procedures and systems to improve LEA preparedness and response efforts	Training for teachers, administration, and other staff to help serve our students affected by loss of instruction	\$ 4,965.00	\$ 2,000.00	\$ 2,000.00	\$ 965.00	\$ -	2200-300	
112-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	District will purchase supplies to help keep buildings safe for students.	\$ 40,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	2600-600-00	Per applicant, additional supplies include more frequent cleanings, a clorox 360 machine, increased use of cleaning chemicals and hand sanitizer.
112-1-003	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 112 will operate a summer school program in each of the next 3 years.	\$ 80,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	1000-110-00	Per applicant, the district will operate a summer school program in July over the next 3 summers. Summer school will occur at Central Plains Elementary School and Wilson Elementary school. The project staff needed will be 10 for the district, for approximately 50 students. Transportation will be provided.

112-1-004	Eligible	Direct Allocation	Support Services (Students)	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	During the pandemic we had students fall behind and will use this technology to help them catch up to their peers,	\$ 140,000.00	\$ 100,000.00	\$ 20,000.00	\$ 10,000.00	\$ 10,000.00	1000-700-00	Per applicant, utilization of Google classroom increased the need for chromebooks, as well as smart boards for lessons; Technology purchases for students will ensure needed technology for remote learning. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
-----------	----------	-------------------	-----------------------------	---	--	--	---------------	---------------	--------------	--------------	--------------	-------------	---

**Kansas CommonApp (2020)**

1015-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KnXLbOYI

# 113\_Prairie\_Hills\_ESSERII\_Plan\_C

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** | Prairie Hills USD 113

**Applicant / Mailing Address**

| 1619 Old Hwy 75  
| Sabetha, KS 66534

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | evanst@usd113.org

**Applicant / Phone Number** | 7852842175

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)** | 90-0584159

**Applicant / Website Address (if applicable)** | usd113.org

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

| Preparing Kids, Shaping the Future



School Board Member Posit... (114 KiB download)

## Application details

Full District Name		Prairie Hills
District Number		113
Mailing Address   Street Address		1619 Old Hwy 75
Mailing Address   City		Sabetha
Mailing Address   Zip Code		66534
Authorized Representative of the District   Name		Todd Evans
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		evanst@usd113.org
Authorized Representative of the District   Phone Number		+17852842175
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		dammand@usd113.org
Other District Representative 2   Email Address		kasiskaa@usd113.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 113 is still trying to recover from lost learning from April and May of 2020. This was the time that we relied on remote learning. Teachers were forced to prioritize lessons and not teach the expanded skills and material as usual. We found ways to provide hot spots for children without internet access. We provided meals for students at 7 locations throughout the district - not only when we weren't in session, but also through the summer.

As we began the 2020-21 school year, costs were extensive for replacement of items that reduced the spread of disease (i.e. water bottle fill stations, meal sealers, etc.). Costs were increased substantially for cleaning and sanitizing equipment and materials as well as overtime for personnel to make it all happen. We added custodial help as well as nursing positions.



We recently received information back from the Kansas Communities that Care Survey that is given each year in December. One of the questions is to be a measurement of depressive thoughts. County-wide we saw this measure increase by 30% over the previous year. Fortunately, the suicide-related questions on the KCTC did not reflect a similar tendency.

We have been fortunate to be in session most of the 20-21 school year, but this year has been a struggle for all. The audited pre-K -12 headcount in our district for 20-21 is 1,080.

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 113 has been using ESSER 1 and ESSER 1 Sped funding in order to offset additional expenses incurred because of the Covid Pandemic. Remaining funds will be used in the same manner as spent funds. Non-Sped ESSER 1 funding has been used to pay for PPE, cleaning supplies, additional personnel, etc. We anticipate continuing with assessing student performance to determine learning gaps. We intend to continue to provide interventions for students who are struggling with reading or math through our MTSS process. We will continue to maintain increased cleaning and disinfecting protocols. We will also focus on professional development for teachers to help them identify and remediate learning loss. We will continue to prepare for the eventuality of remote learning.

There has been and will continue to be significantly increased expenditures related to food service. This includes preparations for feeding kids who are remote learning, feeding students in classrooms to avoid crowded classrooms, disposable trays and plasticware, purchasing a tray sealer & supplies, etc.

## **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 plan to continue to provide professional development to staff members to identify skills necessary for remote teaching. We plan to provide training and resources for our Multi-Tiered System of Support that will identify and provide interventions for struggling students. We plan to focus on social and emotional support for students through the Second Step program as well as the Kansans Can Competency Framework.

We are expecting to continue to provide nursing services in excess of pre-pandemic norms. We plan to offer summer school & after school opportunities for students at all grade levels.

We hope to target buildings to improve indoor air quality, making improvements through improved HVAC systems. We also hope to maintain a level of individual student devices that will better facilitate the eventuality of future remote learning. This will also require continued support of communication software.

We plan to hire an additional teacher for a combined grade level class in our Wetmore School in order to reduce the student teacher ration. This class's Fastbridge screener scores reflects a learning loss. We plan to increase our school counseling services by sharing a counselor with a neighboring 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 use the Fastbridge screener in Math and Reading to identify students who are experiencing learning loss or who do not achieve the score established to be at grade level. We will also be using State Assessments, pre-ACT and ACT assessments to evaluate student learning.

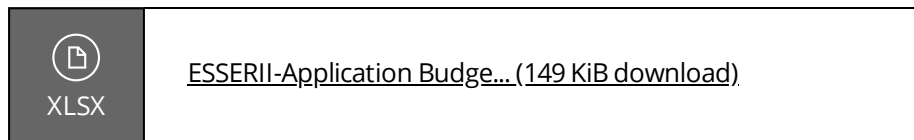
We will use the Saebrs and MySaebrs Social, Academic and Emotional Behavior Screener to identify students who are at risk on a SEL level. This will allow us to evaluate our success in this area.

Some items will be evaluated on a task completion basis. For example, school-provided student technology devices, improved air quality based upon work done to our systems recommended by a mechanical engineer, etc.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

**CONTINUED PAYMENT TO EMPLOYEES**

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

## Certification

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

Electronic Signature | Todd J. Evans

Date | 04/20/2021

---

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

USD	District Name	Data as of
113	Prairie Hills	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
113-1-001	Eligible	Direct Allocation	Support Services (General Administration)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush Administrative Services	\$ 1,350.00	\$ -	\$ 1,350.00	\$ -	\$ -	78303	Per Applicant, the purpose of this expenditure is to provide leaders with resources to better meet the needs of covid-impacted students. Descriptions include: Superintendent Forums (Supt. Collaboration to best meet the needs of students); Annual Summer Admin Planning Meeting (collaboration opportunity for all admin)
113-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Training for custodians	\$ 2,500.00	\$ 2,500.00	\$ -	\$ -	\$ -	78126	
113-1-003	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning and sanitizing supplies	\$ 33,549.00	\$ -	\$ 33,549.00	\$ -	\$ -	78616	

113-1-004	Eligible	Direct Allocation	Support Services (Instructional Staff)	Supplies-Technology Related	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, ZOOM	\$ 31,506.00	\$ 11,506.00	\$ 20,000.00	\$ -	\$ -	78652	Per Applicant, the ZOOM is inadvertent. The Greenbush subscription allows staff access to PD specific to working with students in a COVID impacted environment.
113-1-005	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Device Refresh	\$ 100,000.00	\$ -	\$ 100,000.00	\$ -	\$ -	78730	Per Applicant, technology devices for students to allow receipt of instruction from teachers in COVID-related remote learning. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.



113-1-006	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	ZOOM	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -	\$ -	78650	Per Applicant, subscription to continue primary method of delivering instruction to COVID-related remote learners. 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.
113-1-007	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Part-time counselor	\$ 12,000.00	\$ -	\$ 12,000.00	\$ -	\$ -	78121	
113-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School teachers	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	78110	Per applicant, approximately 14 teacher salaries for summer school for approximately 50 students (elementary through high school). Address COVID-related learning loss.
113-1-009	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Axtell After School Program	\$ 6,500.00	\$ -	\$ 6,500.00	\$ -	\$ -	78120	
113-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Wetmore Extra Teacher	\$ 40,000.00	\$ -	\$ 40,000.00	\$ -	\$ -	78110	
113-1-011	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	FastBridge, Powerschool	\$ 25,700.00	\$ -	\$ 25,700.00	\$ -	\$ -	78601	

113-1-012	Eligible	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	Axtell Foyer work	\$ 13,719.00	\$ -	\$ 13,719.00	\$ -	\$ -	78307	Per applicant, to maintain and meet social distance criteria with tables in the lunch room without creating a fire code violation.
113-1-013	Eligible	Direct Allocation	Building Improvements	Buildings (Existing Buildings)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC for SES	\$ 156,281.00	\$ -	\$ -	\$ 156,281.00	\$ -	78307	Per applicant, the two wings of Sabetha elementary school with regular-ed classrooms are on a boiler system with window air-conditioners. This offers no air filtration and no circulation of fresh-outside air. This solution addresses possible COVID transmission.
113-1-014	Eligible	Direct Allocation	Architecture and Engineering	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC Audit	\$ 20,000.00	\$ 20,000.00	\$ -	\$ -	\$ -	78308	Evaluation supports HVAC for SES line-item within ESSER II plan.

113-1-015	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional nursing support	\$ 30,500.00	\$ 5,500.00	\$ 25,000.00	\$ -	\$ -	78121	
-----------	----------	-------------------	-----------------------------	----------------------------	--	----------------------------	--------------	-------------	--------------	------	------	-------	--

# 204\_BonnerSprings/Edwardsville\_E II Plan\_0326



yrwepBkm

---

## Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 204 Bonner Springs / Edwardsville
<b>Applicant / Mailing Address</b>	
2200 S. 138th Street   P.O. Box 435   Bonner Springs, KS 66012	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Eric Hansen
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	accounting@usd204.net
<b>Applicant / Phone Number</b>	9134225600

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

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

<b>Applicant / Federal EIN (if applicable)</b>	48-0684582
<b>Applicant / Website Address (if applicable)</b>	www.usd204.net
<b>Applicant / Mission Statement (if applicable)</b>	
Teaching Today's Learners for Tomorrow's Challenges	
<b>Fiscal Agent / Name (if applicable)</b>	Becky Barger
<b>Fiscal Agent / Email (if applicable)</b>	bargerr@usd204.net
<b>Fiscal Agent / Mailing Address (if applicable)</b>	

## Application details

Full District Name	Bonner Springs Edwardsville
District Number	204
Mailing Address   Street Address	2200 S 138th Street
Mailing Address   City	Bonner Springs
Mailing Address   Zip Code	66012
Authorized Representative of the District   Name	Daniel (Dan) Brungardt
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	brungardtd@usd204.net
Authorized Representative of the District   Phone Number	+19132090100
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	hansene@usd204.net
Other District Representative 2   Email Address	porterl@usd204.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.

During the past year, Wyandotte County schools have been placed in a unique and more restrictive situation than other schools in the state. While other school districts chose to bring students back to the classroom in person at the beginning of the school year, Wyandotte County Mandatory Health officers dictated every aspect of daily school functions. While 70% of the district's students were attending in person 2 days per week, the majority of their learning time was spent remotely from home. As parents struggled with supervision of their children and assuming the role of teacher's assistant, many parents did not have the ability to provide any supervision or assistance for their children. Some students were disengaged from the learning process and have been for a year, others students attempted to engage, but without the support of a teacher in a classroom, were not successful. A recent analysis of students failing in our high school showed an increase of 6 times more students than last school year at this time. These are students who will soon be in the workplace or attending post-secondary education and we are faced with having a very short amount of time to intervene and help these students attain the skills they need to be successful. Providing individualized instruction becomes essential especially for our special education students, who have a wide range of challenges to overcome, have not experienced success due to their need for in person assistance to complete tasks.

Does the district have remaining ESSER I funding that it has not yet spent as of the	Yes
---	-----

date of ESSER II application submission?

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

| USD 204 has minimal amount of funds left in unspent ESSER I Funds. The remaining amount will be spent for sanitization of schools.

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

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

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

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

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

- In order to comply with Wyandotte County Health Orders, teacher planning time was scheduled on Fridays each week. The district transitioned back to five days a week with students the last quarter. With the goal compensating teachers for the planning they will now need to do outside the school day USD 204 will pay each certified staff member 1/8th Of their daily rate for each school day during the 4th quarter of the 2020-21 school year,
- With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school.
- To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation. Additionally, during the school year USD 204 will offer before/after & during school interventions for students who are struggling due to COVID learning loss.
- Based on the high usage of student/teacher technology through pandemic the district is in the process of updating student and staff technology resources.
- USD 204 added an additional nurse and instructional staff to facilitate student safety and learning. Additionally, USD 204 is planning on retaining and adding staff to facilitate lower class sizes and provide additional help for students who have experienced learning loss.
- To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.
- To facilitate keeping students and staff safe the district will allocate funds for sanitization of buildings.

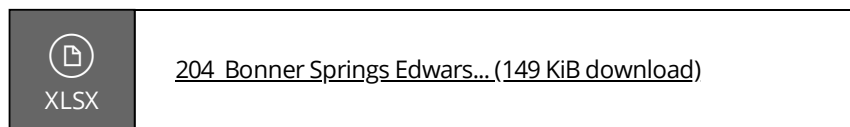
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will monitor the number of students failing classes, dropout/graduation rate, post secondary plan, state assessment scores, and NWEA MAP scores for elementary, in addition to the measures indicated in the district and building KESA plans. To determine success with student engagement and social emotional interventions, absences and referrals to school counselors and school social workers will be analyzed to look for reductions in these numbers. The measure of success for the district will be to have all measures at or better than before the pandemic.

### Notes on ESSER II application Excel template:

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

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



## 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

| Daniel J. Brungardt

Date

| 03/26/2021

---

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

USD	District Name	Data as of
204	Bonner Springs	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
204-1-001	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	<ul style="list-style-type: none"> <li>Based on the high usage of student/teacher technology through pandemic the district is in the process of updating student technology resources.</li> </ul>	\$ 358,000.00	\$ 179,000.00	\$ 179,000.00	\$ -	\$ -	46	<p>Clarified with district (Eric Hansen) 04.22.21 per phone call, technology will be updated to allow 1:1 for students and mitigate sharing of devices and allow for hotspots for students and families that are without internet.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>

204-1-002	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	<ul style="list-style-type: none"> <li>Based on the high usage of student/teacher technology through pandemic the district is in the process of updating staff technology resources.</li> </ul>	\$ 152,000.00	\$ 152,000.00	\$ -	\$ -	\$ -	46	<p>Clarified with district (Eric Hansen) 04.22.21 per phone call, technology will be updated to allow 1:1 for students and mitigate sharing of devices and allow for hotspots for students and families that are without internet.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>
204-1-003	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	<ul style="list-style-type: none"> <li>In order to comply with Wyandotte County Health Orders, teacher planning time was scheduled on Fridays each week. The district transitioned back to five days a week with students the last quarter. With the goal compensating teachers for the planning they will now need to do outside the school day USD 204 will pay each certified staff member 1/8th Of their daily rate for each school day during the 4th quarter of the 2020-21 school year,</li> </ul>	\$ 331,000.00	\$ 331,000.00	\$ -	\$ -	\$ -	46	

204-1-004	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	• USD 204 added an additional nurse and instructional staff to facilitate student safety and learning.	\$ 103,000.00	\$ 45,000.00	\$ 58,000.00	\$ -	\$ -	46	
204-1-005	Eligible	Direct Allocation	Health Services	PURCHASED PROPERTY SERVICES	7. Purchasing supplies to sanitize and clean LEA and school facilities	• To facilitate keeping students and staff safe the district will allocate funds for sanitization of buildings.	\$ 50,000.00	\$ 35,000.00	\$ 15,000.00	\$ -	\$ -	46	
204-1-006	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	• To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -	\$ -	46	
204-1-007	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	• To respond to the high number of students who are now failing classes and have become disengaged in school the district will develop an intervention plan with a focus on post-secondary school success and social emotional wellbeing. The plan will include hiring additional staff for this purpose.	\$ 88,348.00	\$ 88,348.00	\$ -	\$ -	\$ -	46	

204-1-008	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	• With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school.	\$ 104,000.00	\$ 104,000.00	\$ -	\$ -	\$ -	46	
204-1-009	Eligible	Direct Allocation	Vehicle Operation	Gasoline	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	With the objective of lowering the numbers of students on each bus and working with different schedules USD 204 added an additional bus route for the first three nine weeks of school.	\$ 6,000.00	\$ 6,000.00	\$ -	\$ -	\$ -	46	
204-1-010	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 204 is planning on retaining and adding staff to facilitate lower class sizes and provide additional help for students who have experienced learning loss.	\$ 108,000.00	\$ 108,000.00	\$ -	\$ -	\$ -	46	
204-1-011	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	• To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation.	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -	\$ -	46	Clarified with district (Eric Hansen) 04.22.21 per phone call, about 34 staff will be added for summer school program.
204-1-012	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	• To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	46	

204-1-013	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	• To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation	\$ 26,000.00	\$ 26,000.00	\$ -	\$ -	\$ -	46	
204-1-014	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	• To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation	\$ 6,000.00	\$ 6,000.00	\$ -	\$ -	\$ -	46	
204-1-015	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	During the school year USD 204 will offer before/after & during school interventions for students who are struggling due to COVID learning loss.	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -	\$ -	46	
204-1-016	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	• To address student learning loss USD 204 is launching a four-week summer program for the next two years all K-12 buildings and providing transportation	\$ 30,000.00	\$ 30,000.00	\$ -	\$ -	\$ -	46	
204-1-017	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	11B. Planning and implementing supplemental after-school programs	During the school year USD 204 will offer before/after & during school interventions for students who are struggling due to COVID learning loss.	\$ 50,000.00	\$ 50,000.00	\$ -	\$ -	\$ -	46	

**Kansas CommonApp (2020)**

1010-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DWdNNkdw

# 220 Ashland-Englewood\_ESSER II Plan\_0331

---

Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 220 Ashland-Englewood
<b>Applicant / Mailing Address</b>	311 JE Humphreys, PO Box 187, Ashland, Kansas, 67831
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Jamie Wetig
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jwetig@usd220.net
<b>Applicant / Phone Number</b>	620-635-2220

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

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

<b>Applicant / Federal EIN (if applicable)</b>	48-0726432
<b>Applicant / Website Address (if applicable)</b>	www.usd220.net



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

311 JE Humphreys,  
PO Box 187,  
Ashland, Kansas, 67831

**Fiscal Agent / Name (if applicable)** | Lynnette Pruitt

**Fiscal Agent / Email (if applicable)** | lpruitt@usd220.net

---

Application details

Full District Name | Ashland-Englewood

District Number | 220

Mailing Address | Street Address | 311 JE Humphreys, PO Box 187

Mailing Address | City | Ashland

Mailing Address | Zip Code | 67831

Authorized Representative of the District | Name | Jamie Wetig

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | jwetig@usd220.net

Authorized Representative of the District | Phone Number | +16206352220

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

Other District Representative 1 | Email Address | lpruitt@usd220.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.

During the 20-21 academic year, USD 220 has seen 32% of staff and 36% of students impacted by COVID-19. This includes students and staff being quarantined due to direct exposure or testing positive. This has disrupted the learning environment, particularly during the months of August through January.

Does the district have remaining ESSER I funding that it has not yet spent as of | No

the date of ESSER II application submission?

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

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

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

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

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

USD 220 will utilize approximately 65% of ESSER II funds to provide academic needs, professional development, and extended learning opportunities. Educational needs will include purchasing a universal K-12 academic and social-emotional screener to track all students' needs and progress, academic resources for interventions, and other materials to address student learning gaps. Professional Development will help teachers implement formative assessments and screeners, identify student educational needs, and utilize interventions within the classroom. After-school tutoring will be open to all students and recommended for those identified through academic screeners needing remedial instruction. Tutoring will focus mainly on core curriculum needs (Reading, Math, Science, Social Studies). Summer School "Camps" will also provide extended learning opportunities for all students, as each "camp" will focus on the core curriculum through a more hands-on non-traditional approach to learning. These camps will provide three weeks of activities for students (June, July, August), focusing on learning by doing. Funds will also be set aside to provide for social-emotional curricular needs and activities.

USD 220 will utilize approximately 17% of ESSER II funds to upgrade air quality and food service serving sites. The purchase of portable HEPA units with UV lights and antibacterial filters will help mitigate the COVID-19 pandemic. While funds will be used to help support a second serving site that was established to address the COVID-19 pandemic and the need for social distancing.

USD 220 will utilize approximately 11% of ESSER II funds to address the district's health and sanitation needs.

USD 220 will utilize approximately 7% of ESSER II funds to provide for technology needs to support distance and remote learning for all students. Funds will be used to purchase equipment for students and the district to ensure the infrastructure can continue to support remote learning needs as it may be necessary.

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

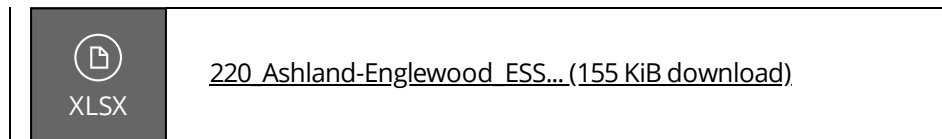
USD 220 will track the impact of the ESSER II expenditures on students through a systemic data-driven plan that will outline an annual timeframe encompassing screening dates, progress monitoring, and quarterly building/district data reviews. This systemic process will ensure the district reviews student academic progress and identifies any ongoing needs with fidelity. Additionally, the district will develop a plan to chart students' weekly and monthly improvement in extended learning to gauge ongoing needs (after-school tutoring and RTI groups). The district will also provide input for parents and students through qualitative surveys to analyze academic and social-emotional needs within the district. Through the compilation of data, the district will evaluate the effectiveness and quantify the impact of ESSER II funds on students.

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

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

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

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



# 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 | Jamie Wetig

Date | 03/29/2021

---

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

USD	District Name	Data as of
220	Ashland	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
220-1-001	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	K-12 Academic Screener and Intervention materials to be purchased for utilization by classroom teachers for all students. These resources will help identify student learning levels and identify specific interventions in order to address learning gaps.	\$ 10,000.00	\$ 5,000.00	\$ 2,500.00	\$ 2,500.00	\$ -	30	
220-1-002	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Professional Development of staff to provide specific resources, materials, and strategies to address student academic learning gaps.	\$ 10,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	30	
220-1-003	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning chemicals, hygienic items, and paper goods will continue to be purchased at a greater rate in order address COVID-19 sanitary protocols.	\$ 15,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ -	30	



220-1-004	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Funds will be used to upgrade food service serving sites to maintain an environment that can provide adequate social distancing. These funds will help support a second serving site that was established to address the COVID-19 pandemic. Additionally, we will set aside transportation cost for delivery of meals, and/or academic materials in the event of quarantine of students.	\$ 9,681.52	\$ -	\$ 9,681.52	\$ -	\$ -	30	
220-1-005	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Funds will be used to purchase equipment for students and the district to ensure the continuity of communication and infrastructure can continue to support students/teachers who may have to quarantine and engage in educational activities online as necessary if COVID.	\$ 10,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	30	Chromebooks and connectivity for remote learning when a student has to quarantine (30 chromebooks and licenses to ensure continuity with learning during quarantining periods). (Phone Call 4/27/2021). 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.

220-1-006	Eligible	Direct Allocation	Support Services (Students)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Social-Emotional Health will continue to be evaluated and addressed through both direct instruction and screeners. Funds will be used to help support mental health services and provide additional programs (speakers, activities, etc.) in order to provide students with expanded services.	\$ 15,000.00	\$ 5,000.00	\$ 10,000.00	\$ -	\$ -	30	Only a few months left in 2021
220-1-007	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer academic camps will be offered over a three week period (June, July, August) to address core curriculum needs to all students.	\$ 30,000.00	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	30	Approximately 10 teachers at 4 hours each day
220-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After-school extended learning to address student remedial needs as identified by the classroom teacher and district screeners.	\$ 15,000.00	\$ 5,000.00	\$ 10,000.00	\$ -	\$ -	30	
220-1-009	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Building HEPA filtered units equipped with UV lights that will mitigate Covid, as well as other airborne pathogens will be purchased to help improve indoor air quality.	\$ 15,000.00	\$ 5,000.00	\$ 10,000.00	\$ -	\$ -	30	
220-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional stipends will be provided to certified staff for additional work days and planning required for in-person and remote students.	\$ 13,000.00	\$ 13,000.00	\$ -	\$ -	\$ -	30	Additional work time for teachers to plan for students who are quarantined.

**Kansas CommonApp (2020)**

1046-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



PJbBzMQP

# 239\_North Ottawa School\_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** | 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	716 East 7th 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	hnelson@usd239.org
Other District Representative 2   Email Address	kshafer@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 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

We will 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.

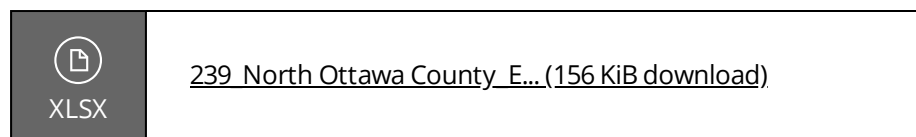
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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]

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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



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

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

**CONTINUED PAYMENT TO EMPLOYEES**

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

## Certification

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

Electronic Signature

| Chris Vignery

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

USD	District Name	Data as of
239	North Ottawa Count	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
239-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This will allow us to keep small classroom caseloads in our two most academic needed classrooms.	\$ 90,000.00	\$ 90,000.00	\$ -	\$ -	\$ -	76.1000.110.00	
239-1-002	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	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	76.2100.120.03	
239-1-003	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	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	\$ 12,000.00	\$ 12,000.00	\$ -	\$ -	\$ -	76.2600.120.04	Applicant provided: ESSER allowable use #13 and description of custodian information
239-1-004	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.	\$ 13,500.00	\$ 13,500.00	\$ -	\$ -	\$ -	76.1000.110.04	Applicant provided: hired 3 aides full-time to assist classroom teachers 1/2021-5/2021

239-1-005	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.	\$ 5,259.00	\$ 5,259.00	\$ -	\$ -	\$ -	76.1000.110.01	
239-1-006	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.	\$ 25,000.00	\$ 12,500.00	\$ 12,500.00	\$ -	\$ -	76.1000.110.03	Applicant provided: 7 certified teachers for 60 students
239-1-007	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.	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	76.1000.120.01	Applicant provided: 7 classified staff members for 60 students
239-1-008	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	\$ 24,000.00	\$ 12,000.00	\$ 12,000.00	\$ -	\$ -	76.1000.110.02	Applicant provided: 5-7 teachers work 3 days per week after school to assist with learning loss
239-1-009	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	\$ 12,000.00	\$ 6,000.00	\$ 6,000.00	\$ -	\$ -	76.1000.120.02	Applicant provided: 3-5 aides after school support for students with learning loss

239-1-010	Eligible	Direct Allocation	Community Services Operations	Regular Certified Salaries	10. Providing mental health services and supports	Providing a full-time social worker at the secondary level.	\$ 30,000.00	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	76.3300.110.01	Applicant provided: additional services to address student anxiety and depression during COVID-19
239-1-011	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.	\$ 53,000.00	\$ 53,000.00	\$ -	\$ -	\$ -	76.1000.110.06	Applicant provided: extended teacher contract time as students report directly to classrooms upon arrival to the school
239-1-012	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	\$ 15,500.85	\$ 10,500.85	\$ 5,000.00	\$ -	\$ -	76.1000.220.00	Applicant provided: associated with personnel line-items within ESSER II plan.
239-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA for custodian	\$ 1,000.00	\$ 1,000.00	\$ -	\$ -	\$ -	76.2600.220.00	Applicant provided: associated with Custodian referenced within ESSER II plan

**Kansas CommonApp (2020)**

1259-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bYRLBAax

# 247\_Southeast\_ESSER II Plan\_0407

---

## Applicant details

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

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

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

**Applicant / Entity Name** | USD 247 Southeast-Cherokee

**Applicant / Mailing Address**

506 S Smelter  
Cherokee, KS 66724

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | bminer@usd247.com

**Applicant / Phone Number** | 6204578350

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

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

---

## Application details

Full District Name | Southeast-Cherokee

District Number | 247

Mailing Address   Street Address	506 S Smelter
Mailing Address   City	Cherokee
Mailing Address   Zip Code	66724
Authorized Representative of the District   Name	Brad Miner
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	bminer@usd247.com
Authorized Representative of the District   Phone Number	+16204578350
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	bnott@usd247.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.

Academic – Fastbridge data shows academic decline for elementary students. Middle school data shows students maintained knowledge but did not show growth. Grade reports indicate students who chose the remote option had more failing grades than those who were in person. High school data shows a 22% increase in students failing classes as compared to last year. Seniors at-risk of graduating have increased over last year 1 to 5 and high school dropouts have gone from 0 to 3.

Social Emotional - More students have been referred to mental health supports. Our part-time therapist had 153 student encounters as of March 31. Seventeen children in the district were seen for therapy. Ten students are currently seen weekly. Our high school counselor has seen an increase in the number of students requiring on-going counseling going from 30 students in 2019-2020 to 45 students in 2020-2021. Our high school has also experienced an increase in the number of students using drugs and tobacco.

Financial – When the pandemic hit, we were not a district wide one-to-one device school. Classrooms were not designed to teach remotely and in person at the same time. Equipment was needed including computers, cameras, smartboard technology, etc. Professional development was also needed. Many families did not have internet access and the district provided hotspots which created another cost. Expenses were incurred to ensure a safe return to in-person learning and to mitigate the virus. Personal protective equipment, cleaning and sanitation supplies, additional personnel, thermometers, hand sanitizer, etc., were needed.

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

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

We will use our remaining ESSER I funding to accomplish the following:

- Continue to provide an academic support specialist at the elementary level to assist struggling students identified with learning loss as a result of the pandemic. We hope to narrow the learning gap with this extra support for struggling students.
- Maintain additional sanitizing specialists to assist custodians in slowing the spread of the virus.
- Maintain additional food service worker to assist with providing meals to classrooms to maintain classroom cohorts. This has been a part of our plan to help mitigate the spread of the virus.
- Continue to provide our school counselors with cell phones to support students and families with social/emotional struggles
- Purchase additional Chromebooks, cases, and software. This will allow us to continue substantive educational interaction between students and their classroom teachers for both remote and in-person options.

\*\*We have already expended all ESSER I SPED funds.

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

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

- Elementary summer learning program to support students with learning loss associated with the pandemic. This will be a four week program held five days per week in the months of May and June.
- Middle school after school program during the 2021-2022 school year to support students with learning loss associated with the pandemic.
- High school summer credit recovery program to support students that are at-risk of graduating. Due to the virus and quarantines, some students were unable to meet their graduation requirements.
- High school after school academic assistance during the 2021-2022 school year to support students with learning loss associated with the pandemic.
- Elementary after school program during the 2021-2022 school year to address students with learning loss associated with the pandemic.
- Fund an academic support specialist to support individual and small groups of students at the elementary level identified as struggling learners.
- Purchase educational technology to aid in regular and substantive interaction between students and teachers. This will include additional iPads and MacBooks to support remote learning and teaching at the high school.
- Pay staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic such as reviewing and modifying emergency health protocols, mitigation of the virus, cohorting procedures, and to plan and improve our capacity to teach both remotely and in-person during the pandemic.
- Upgrade HVAC systems to improve air quality in all buildings. This would include HVAC unit replacement and installation of air purification devices.

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

For academic impact, we will utilize data from Fastbridge, Kansas Assessments, Edmentum, ASQ, ACT, WorkKeys, student grades, etc. This data can be disaggregated to determine the impact of specific programs offered in the summer and after school, as well as progress throughout the school year.

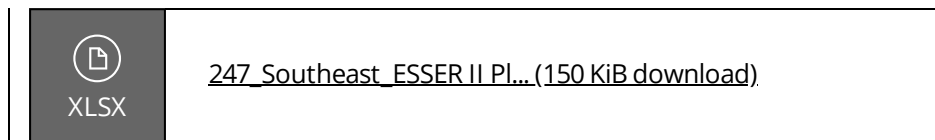
Many of our needs are technological. Our response includes the purchase and use of Chromebooks, iPads, cameras, software, etc. The technology will allow us to measure student growth and achievement and provide personalized academic and SEL instruction to mitigate learning loss. Additionally, we will use technology to provide assessments and instruction in core and elective classes. Surveys will allow us to measure technological use and impact and effect on teaching and learning.

The impact of HVAC systems to improve air quality will be determined through student and staff surveys and attendance linked to illnesses. Additionally, measurements will be taken in facilities to monitor air quality.

## Notes on ESSER II application Excel template:

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

Date | 04/14/2021

---

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

USD	District Name	Data as of
247	Cherokee	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
247-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to compensate teachers working our summer learning programs. This will address student learning loss resulting from the pandemic by providing extra academic time and support for students.	\$ 12,400.00	\$ 12,400.00	\$ -	\$ -	\$ -	93200	
247-1-002	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to compensate teachers working our after school learning programs for the 2021-22 school term. This will address student learning loss resulting from the pandemic by providing extra time and academic support for students.	\$ 28,125.00	\$ -	\$ 28,125.00	\$ -	\$ -	93202	
247-1-003	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to compensate non-certified staff (paraprofessionals) working our summer learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support to students.	\$ 3,042.00	\$ 3,042.00	\$ -	\$ -	\$ -	93210	

247-1-004	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to compensate non-certified staff (paraprofessionals) working our after school learning programs. This will address student learning loss resulting from the pandemic by providing extra time and academic support for students.	\$ 7,650.00	\$ -	\$ 7,650.00	\$ -	\$ -	93212	
247-1-005	Eligible	Direct Allocation	Food Service Operations	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to compensate food service staff working at our summer learning programs. This will address student learning loss resulting from the pandemic by providing food service to students receiving extra academic support during summer programs.	\$ 2,160.00	\$ 2,160.00	\$ -	\$ -	\$ -	93216	
247-1-006	Eligible	Direct Allocation	Student Transportation Services	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to compensate bus drivers working our summer learning programs. This will address student learning loss resulting from the pandemic by providing transportation for students to summer programs providing extra academic support to students.	\$ 1,800.00	\$ 1,800.00	\$ -	\$ -	\$ -	93218	

247-1-007	Eligible	Direct Allocation	Student Transportation Services	Full-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to compensate bus drivers working our after school learning programs. This will address student learning loss resulting from the pandemic by providing transportation for students attending after school academic support programs.	\$ 10,350.00	\$ -	\$ 10,350.00	\$ -	\$ -	93218	
247-1-008	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to pay FICA as part of the compensation of employees working our summer learning programs. This will address student learning loss resulting from the pandemic.	\$ 1,181.31	\$ 1,181.31	\$ -	\$ -	\$ -	93220	
247-1-009	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to pay FICA as part of the compensation of employees working our after school learning programs. This will address student learning loss resulting from the pandemic.	\$ 2,736.78	\$ -	\$ 2,736.78	\$ -	\$ -	93221	
247-1-010	Eligible	Direct Allocation	Food Service Operations	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to pay FICA as part of the compensation of employees providing food service for our summer learning programs. This will address student learning loss resulting from the pandemic.	\$ 165.24	\$ 165.24	\$ -	\$ -	\$ -	93224	



247-1-011	Eligible	Direct Allocation	Student Transportation Services	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to pay FICA as part of the compensation of employees providing transportation for our summer learning programs. This will address student learning loss resulting from the pandemic.	\$ 137.70	\$ 137.70	\$ -	\$ -	\$ -	93226	
247-1-012	Eligible	Direct Allocation	Student Transportation Services	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to pay FICA as part of the compensation of employees providing transportation for our after school learning programs. This will address student learning loss resulting from the pandemic.	\$ 791.78	\$ -	\$ 791.78	\$ -	\$ -	93227	
247-1-013	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to pay unemployment compensation as part of the compensation of employees working our summer learning programs. This will address student learning loss resulting from the pandemic.	\$ 15.44	\$ 15.44	\$ -	\$ -	\$ -	93230	
247-1-014	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to pay unemployment compensation as part of the compensation of employees working our after school learning programs. This will address student learning loss resulting from the pandemic.	\$ 35.78	\$ -	\$ 35.78	\$ -	\$ -	93232	

247-1-015	Eligible	Direct Allocation	Food Service Operations	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing food service for our summer learning programs. This will address student learning loss resulting from the pandemic.	\$ 2.16	\$ 2.16	\$ -	\$ -	\$ -	93234	
247-1-016	Eligible	Direct Allocation	Student Transportation Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing transportation for our summer learning programs. This will address student learning loss resulting from the pandemic.	\$ 1.80	\$ 1.80	\$ -	\$ -	\$ -	93236	
247-1-017	Eligible	Direct Allocation	Student Transportation Services	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to pay unemployment compensation as part of the compensation of employees providing transportation for our after school learning programs. This will address student learning loss resulting from the pandemic.	\$ 10.35	\$ -	\$ 10.35	\$ -	\$ -	93237	

247-1-018	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	These expenditures will be used to compensate certified staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic. This would include creating health protocols, mitigation strategies, cohorting procedures, preparing for remote and in-person learning, etc. This will address the need created by the pandemic to provide a safe learning environment for staff and students.	\$ 10,000.00	\$ -	\$ 10,000.00	\$ -	\$ -	93250	
247-1-019	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	5. Procedures and systems to improve LEA preparedness and response efforts	These expenditures will be used to pay FICA associated with compensation for certified staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic. This would include creating health protocols, mitigation strategies, cohorting procedures, preparing for remote and in-person learning, etc. This will address the need created by the pandemic to provide a safe learning environment for staff and students.	\$ 765.00	\$ -	\$ 765.00	\$ -	\$ -	93252	

247-1-020	Eligible	Direct Allocation	Instruction	Unemployment Compensation	5. Procedures and systems to improve LEA preparedness and response efforts	These expenditures will be used to pay unemployment fees associated with compensation for certified staff for time outside of their contract to develop and implement necessary procedures in response to the pandemic. This would include creating health protocols, mitigation strategies, cohorting procedures, preparing for remote and in-person learning, etc. This will address the need created by the pandemic to provide a safe learning environment for staff and students.	\$ 10.00	\$ -	\$ 10.00	\$ -	\$ -	93254	
247-1-021	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	These expenditures will be used to provide general supplies and materials to support summer learning programs. This could include paper, pencils, textbooks, etc. This will address student learning loss resulting from the pandemic.	\$ 1,550.00	\$ 1,550.00	\$ -	\$ -	\$ -	93260	
247-1-022	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	These expenditures will be used to provide general supplies and materials to support after school learning programs. This could include paper, pencils, textbooks, etc. This will address student learning loss resulting from the pandemic.	\$ 1,700.00	\$ -	\$ 1,700.00	\$ -	\$ -	93262	

247-1-023	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	The expenditures of these funds will be used to improve the air quality in school facilities. This will include upgrading HVAC systems that provide fresh air. This will also include installation of iWave technology to purify the air and kill mold, bacteria, and viruses. This will address the need created by the pandemic to provide fresh air in our facilities and to mitigate the spread of the virus creating a safer environment for staff and students.	\$ 358,000.00	\$ -	\$ 358,000.00	\$ -	\$ -	93270	
247-1-024	Eligible	Direct Allocation	0	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	These expenditures will be used to provide student and staff computers such as iPads and Chromebooks and cases to protect them. This will address the technology need created by the pandemic to provide both in-person and remote learning and connectivity to families and aid in regular and substantive educational interaction between students and their teachers.	\$ 44,000.00	\$ -	\$ 44,000.00	\$ -	\$ -	93280	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.

247-1-025	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These expenditures will be used to provide an academic support specialist at the elementary level. This person will support the classroom teachers and work with students individually and in small groups that have experienced learning loss created as a result of the pandemic.	\$ 22,272.00	\$ -	\$ 22,272.00	\$ -	\$ -	93285	
247-1-026	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	This expenditure will be used to pay FICA associated with the compensation of our academic support specialist. This will address learning loss as a result of the pandemic.	\$ 1,703.00	\$ -	\$ 1,703.00	\$ -	\$ -	93286	
247-1-027	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	This expenditure will be used to pay unemployment compensation associated with the compensation of our academic support specialist. This will address learning loss as a result of the pandemic.	\$ 25.00	\$ -	\$ 25.00	\$ -	\$ -	93287	

**Kansas CommonApp (2020)**

1175-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vxqLYkaD

# 248\_Girard\_0330

---

## Applicant details

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

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

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

**Applicant / Entity Name** | USD 248 - Girard

**Applicant / Mailing Address**

| bbauer@girard248.org

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | bbauer@girard248.org

**Applicant / Phone Number** | 620-724-4325

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

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

**Applicant / Website Address (if applicable)** | girard248.org

---

## Application details

Full District Name | Girard Public Schools

District Number | 248

Mailing Address   Street Address	415 N. Summit
Mailing Address   City	Girard
Mailing Address   Zip Code	66743
Authorized Representative of the District   Name	Blaise Bauer
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	bbauer@girard248.org
Authorized Representative of the District   Phone Number	+16207244325
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	lmasters@girard248.org
Other District Representative 2   Email Address	bmein@girard248.org

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

The negative impact of COVID-19 on our school district can be observed across many spectrums. Particularly, the mandatory in-person shut down of schools with the replacement of full remote learning during the months of March, April and May of 2020. This shutdown from in-person to remote learning was negatively impactful on student achievement/progress (learning loss) as was determined through various testing batteries. Among the most negatively impacted populations were our elementary grade level students and our at-risk students in grades PreK - 12. As a district, we had to invest in larger amounts of money for PPE's, COVID-19 protocol resources, technology to provide remote learning opportunities for students, increase in staff payroll, additional cost in providing air quality in old buildings, and various "other" COVID-19 related expenses. Although our district has provided in-person instruction since the beginning of the current 2020-21 school year, we also provided full-time remote learning options for approximately 10% of our students and have provided temporary remote learning for students who were quarantined from school due to COVID-19 exposure. To date, our district has had 610 students in COVID-19 isolation (86 tested positive, 524 quarantined), or 64% of the student enrollment headcount. In addition, we had 71 staff members in COVID-19 isolation ( 31 tested positive, 38 quarantined), or 60% of our staff headcount. As a result, this has negatively impacted the academic and social/emotional success of our students and staff in the district. Moving forward, we need to address these issues and address preventative measures.

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.

Our ESSER II funds will directly impact the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federal authorized uses of ESSER II funds. At this point, we are requesting approval of \$601,587 of our \$690,953 allocation, or 87%. Below is a breakdown of our proposed ESSER II budget, the authorized use number for justification and the requested dollar percentage of our \$690,953 allocation.

- 10 - Mental Health Services (3%)
- 11-Summer learning/after school programs (6%)
- 12(A,B,C,D) - Learning Loss Assessments that includes all subgroups (11%)
- 12-Facility Repairs (1%)
- 14-Indoor Air quality (18%)
- 15-Other Activities (Food Service) (8%)
- 3-Resources to Address School Needs (1%)
- 5-Preparedness and Response (.5%)
- 7-Sanitation (4%)
- 8-Long Term Closures (.5%)
- 9-Educational Technology (36%)

We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning opportunities for students, provide additional technology staff to implement the technology and replace equipment damaged when students took devices home during mandated quarantines and school closings.

We are allocating the second largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in the middle school and high school.

Our remaining ESSER II funds will address mental health services, student learning loss, improved sanitation, food service needs to mitigate COVID risks, the purchase of learning software, professional development for staff, summer school and after school programs for students and compensation for staff to provide student services outside their normal contract.

Our proposal to use ESSER II funding involved input from all staff in the district and the USD 248 Board of Education.

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

**Educational Technology:** The impact will be determined if our technology acquisitions allow for better connectivity for remote learners, better utilization of instruction for proper student spacing, and allows us to provide better devices for remote services and instructional resources impacted by COVID. In addition, we should see an impact on helping students who have suffered learning loss with the additional resources/staff.

**Long-Term Sub/Summer School/Title I Paraprofessional/Learning Loss/Social/Emotional/Mental Health Services:**  
To determine the impact of expenditures in this list of allowable uses, we will use assessments/screeners to collect data and measure student academic recovery.

**Indoor Air Quality Improvement:**  
We will determine the impact for this allowable use area from staff observation/input and air quality testing.

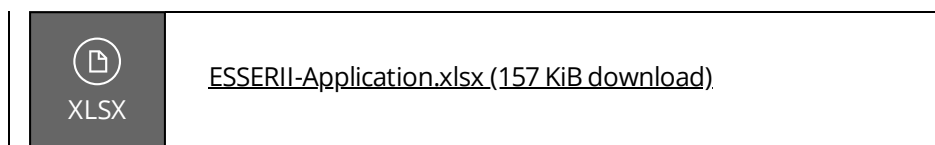
**Other activities/Facility Repairs:**  
The main expenditure in this allowable use area is for Food Service and maintaining COVID mitigation standards/practices.

Note: Additional word allowance would allow us to better explain our impact determination.

## 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 | Blaise Bauer

Date | 04/21/2021

---

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

USD	District Name	Data as of
248	Girard	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
248-1-001	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We are working the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared.	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	96529	
248-1-002	Eligible	Direct Allocation	Instruction	Software	10. Providing mental health services and supports	This is a school wide social-emotional screener to support our K-5 students, we currently have 415 in our building. This system will support social emotional skills that are associated with success in life and school, while understanding emotions and perspectives of others, social problem-solving skills, and self-control.	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -	\$ -	96569	
248-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will provide extra learning opportunities for students who lost academic success due to Covid.	\$ 1,260.00	\$ 1,260.00	\$ -	\$ -	\$ -	96523	

248-1-004	Eligible	Direct Allocation	Instruction	Software	11A. Planning and implementing summer learning or enrichment programs	This will provide resources to support the social-emotional development/behavior s of students in our after school/summer school programs that reinforce the skills taught during our school day. This includes increasing emotional regulation, building social skills, and resources used to help calm students.	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -	\$ -	96569	
248-1-005	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	We are requesting supplies and materials to support our summer learning program and close the academic gap among our K-5 students. These resources will provide our students with additional learning opportunities to ensure continued progress during the summer months. Examples of these items would include writing journals, independent learning tools, reading and math activities that allow for whole group and independent practice, along with resources that provide phonics and phonological	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -	\$ -	96542	Corrected account number and object code per applicant direction.



248-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will offer students an extended learning opportunity throughout the month of June. We will focus on closing the gap and providing interventions to meet individual student needs. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.	\$ 7,840.00	\$ 7,840.00	\$ -	\$ -	\$ -	96524	
248-1-007	Eligible	Direct Allocation	Instruction	Software	11A. Planning and implementing summer learning or enrichment programs	Edgenuity is a credit and academic skill recovery program. This program will be part of our interventions with GMS/GHS summer school programs that will be required due to the Covid school shutdown and remote learning.	\$ 17,000.00	\$ 17,000.00	\$ -	\$ -	\$ -	96567	
248-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be required for students who are identified as being behind either in academic skills or academic credit. This time will allow for students to recover lost academic proficiencies due to the Covid 19 shutdown and remote learning.	\$ 2,500.00	\$ 2,500.00	\$ -	\$ -	\$ -	96522	

248-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	<p>Proposal to use ESSER funds 2-3-21</p> <p>This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure</p>	\$ 4,600.00	\$ 4,600.00	\$ -	\$ -	\$ -	96527	
248-1-010	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	<p>The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension.</p> <p>This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation</p>	\$ 1,925.00	\$ 1,925.00	\$ -	\$ -	\$ -	96568	

248-1-011	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	<p>The Sadlier Vocabulary Program will help meet the comprehensive needs of our students in reading across the curriculum. Because of Covid-19, our student's vocabulary and reading comprehension has declined. With this in mind, this program will help our students increase their reading proficiency and comprehension.</p> <p>This program offers us many things that the students need like building word knowledge through context and definitions, word usage, connotation/denotation.</p>	\$ 5,775.00	\$ 5,775.00	\$ -	\$ -	\$ -	96567	
248-1-012	Eligible	Direct Allocation	Improvement of Instruction Services	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	<p>IXL Training-Core Content Teachers</p> <p>Teachers be trained on how to effectively use IXL "to assess student progress and meet the needs of those students."Teachers will use this time to "implement evidence based activities to meet the comprehensive needs of students."</p> <p>The fees would include onsite IXL training by the company.</p>	\$ 3,200.00	\$ 3,200.00	\$ -	\$ -	\$ -	96521	

248-1-013	Eligible	Direct Allocation	Improvement of Instruction Services	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	STAR 360 is part of the AR/Renaissance program suite. This training will allow our teachers to measure reading fluency and develop individual programs to help each students recover lost skills from the Covid 19 shut down.	\$ 900.00	\$ 900.00	\$ -	\$ -	\$ -	96521	
248-1-014	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	<p>These resources will support our social-emotional curriculum within the K-5 classrooms (415 students).</p> <p>The Second Step Bullying Prevention Kit is a research based resource to create a positive school climate. It sets a foundation for social and academic success.</p> <p>The SMART Guidance SEL Program offers activities to instruct social-emotional learning for K-5 students.</p>	\$ 1,700.00	\$ 1,700.00	\$ -	\$ -	\$ -	96569	

248-1-015	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	The leveled book sets will support differentiated reading instruction within the classroom. Our teachers provide 3-4 guided groups daily based on instructional reading level. The comprehension passages will provide additional opportunities for students to practice fluency and retention of details within the text. This will also help address learning loss and meet the comprehensive needs of our students in 3rd-5th grade.	\$ 900.00	\$ 900.00	\$ -	\$ -	\$ -	99537	
248-1-016	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This additional full-time paraprofessional for the 2021-22 school year will provide support for students PreK-5 as we address the learning gap within math and reading. This individual will work with the teachers to ensure the students are progressing and adjust support as needed throughout the school year. This will also provide additional time for our Title Teacher to support classroom instruction through coaching cycles as they work together to meet all student learning needs.	\$ 26,000.00	\$ 26,000.00	\$ -	\$ -	\$ -	96528	

248-1-017	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This school year has brought many new challenges for our building. In the past, we have provided Tiered intervention support for many of our students that did not meet grade level benchmark on AIMSWeb. Due to health and safety protocols this year, we must limit our MTSS group numbers to 2 students, 3 at the most. The classroom teacher also must limit the number of students working at the small group table to ensure social distancing is maintained. Due to COVID, our students missed on-site	\$ 10,350.00	\$ 10,350.00	\$ -	\$ -	\$ -	96527	
248-1-018	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	We are requesting supplies and materials for the 2021-22 school year to support student learning while also following health and safety protocols and social distancing. This would include independent learning and whole group activities to address learning loss, digital task cards and skill work opportunities, individual manipulatives, learning tools to address reading and math standards, student supplies needed for classroom use, along with resources for student intervention support	\$ 3,500.00	\$ 3,500.00	\$ -	\$ -	\$ -	96542	

248-1-019	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	3 planning and organziation meetings with GHS/GMS teachers to learn how to use IXL more effectively and meet departmentally to determine learning lost across all grade levels and plan for remediation/implementiion next year.	\$ 3,300.00	\$ 3,300.00	\$ -	\$ -	\$ -	96522	
248-1-020	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	(12C) Learning Loss - Parent and family support- An additional staff member is needed for the development and implementation of a help desk ticketing system to support our students and parents. This new ticketing system will provide information and assistance to parents and families to effectively use technology to support their students. This will help reduce learning loss due to technology questions or issues in a distance learning environment.	\$ 4,200.00	\$ 4,200.00	\$ -	\$ -	\$ -	96530	Per applicant, reflects estimated hourly wages for one of 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.

248-1-021	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional Staff: (12D) An additional staff member is needed to update and configure our SIS system & our Check in & out application for remote learning and to track student attendance and improve student engagement in distance education.	\$ 4,300.00	\$ 4,300.00	\$ -	\$ -	\$ -	96530	Per applicant, reflects estimated hourly wages for one of 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.
248-1-022	Eligible	Direct Allocation	Support Services (Instructional Staff)	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	Additional Staff: (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Additional staff is needed to assist with the installation of our additional hardware needs, such as access points, Apple TV's, TV's, and iPad devices.	\$ 2,300.00	\$ 2,300.00	\$ -	\$ -	\$ -	96530	Per applicant, reflects estimated hourly wages for one of 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.



248-1-023	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Water fountain-bottle filling stations 5ea.- \$6,570 (D13)	\$ 6,570.00	\$ 6,570.00	\$ -	\$ -	\$ -	96629	Per applicant, the per unit cost is \$1,314. The total cost as reported is for all five fixtures (5 X \$1,314), or \$6,570.
248-1-024	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	Phase IV HVAC- \$89,606 (D13, D14)	\$ 89,606.00	\$ 89,606.00	\$ -	\$ -	\$ -	96629	
248-1-025	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	Ionization units- \$36,315 (D13, D14)	\$ 36,315.00	\$ 36,315.00	\$ -	\$ -	\$ -	96629	

248-1-026	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting \$ 35,000 for 10 months of operation for the 2021 - 2022 school year.	\$ 35,000.00	\$ 35,000.00	\$ -	\$ -	\$ -	96710	
248-1-027	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	In order to distribute food using touch free grab and go lines, we are spending an average of 3500 per month on disposables which include, styrofoam trays, carry out containers, paper bags, squat cups, plastic ware, fry bags, sandwich bags and foil wrappers. The per plate cost of these items is adding significant expense to our department. Additionally, PPE and sanitizer for the kitchen staff is required. We are requesting \$ 14,000 for the remaining operating months of February through May of the 2020 - 2021	\$ 14,000.00	\$ 14,000.00	\$ -	\$ -	\$ -	96710	

248-1-028	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	I am requesting 98 hours of substitute cook wages (98x \$10.60) from the months of February 2021 through May 2021 that were used for the preparation and packaging of food for touch free grab and go cafeteria lines.	\$ 1,038.80	\$ 1,038.80	\$ -	\$ -	\$ -	96700	
248-1-029	Eligible	Direct Allocation	Fiscal Services	General Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	This software will allow us to continue to employ our existing staff by allowing remote working opportunities for our two high-risk employees, limiting their exposure to COVID19 and by allowing remote working opportunities for our district staff who are under quarantine. This software will also provide a contactless onboarding process for new employees, limiting the spread of COVID19.	\$ 5,530.00	\$ 5,530.00	\$ -	\$ -	\$ -	96520	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.

248-1-030	Eligible	Direct Allocation	Improvement of Instruction Services	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	We will provide literacy training for all PreK-5th grade teachers to review the literacy model components and ensure continuity within our building instruction. This will include 26 staff members attending and two staff members presenting on literacy and closing the learning gap. Components to be discussed include grade level standards, phonics, phonemic awareness, comprehension, fluency, spelling, ongoing assessments, and using data to drive our instruction. This will be a one-day	\$ 6,750.00	\$ 6,750.00	\$ -	\$ -	\$ -	96521	
248-1-031	Eligible	Direct Allocation	Administrative Technology Services	Regular Non-Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Additional Staff: (5) Preparedness and response efforts - Additional Staff is needed to develop and implement new applications and information for the online enrollment setup and procedures.	\$ 3,280.00	\$ 3,280.00	\$ -	\$ -	\$ -	96530	Per applicant, reflects estimated hourly wages for one of 3 different staff members to assist us during the summer months to fully update/integrate our technology department to better prepare for remote learning, track student attendance/engagement for summer programs put in place to address student learning loss during the COVID pandemic, install/prep building spaces for classroom use that provides social distancing and help install needed equipment for better remote learning services for our students/staff/parents.

248-1-032	Eligible	Direct Allocation	Health Services	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase personal protective equipment such as children's face masks, hand sanitizer, disposable gloves, disposable wipes, probe thermometer covers and non-contact thermometer batteries.	\$ 4,264.04	\$ 4,264.04	\$ -	\$ -	\$ -	96560	
248-1-033	Eligible	Direct Allocation	Instruction	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	The science department would like to request a dishwasher with a sanitizing cycle in order to clean and sanitize all glassware and equipment between uses. This will ensure that all students at Girard High School will be using and handling clean/sanitized equipment in all science laboratories. In addition it will prevent the additional handling of used equipment in the cleaning process.	\$ 700.00	\$ 700.00	\$ -	\$ -	\$ -	96547	Per applicant, to address COVID safety protocols, we are struggling to keep up with the cleaning/sanitizing of our glassware (beakers, flasks, etc..) that is used hourly for science lab experiments. This will allow us to have sanitized equipment ready for student use on an hourly basis.
248-1-034	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Flooring equipment- \$18,800 (D7, D13)	\$ 18,800.00	\$ 18,800.00	\$ -	\$ -	\$ -	96629	Per applicant, the equipment are floor cleaners custodial staff will utilize to clean/disinfect floors in accordance with COVID protocols.
248-1-035	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Electrostatic sprayers 8ea.- \$4,800 (D13)	\$ 4,800.00	\$ 4,800.00	\$ -	\$ -	\$ -	96629	Per applicant, the per unit cost is \$600, with the total cost reflecting 8 units.

248-1-036	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Washer and Dryer for daily mask sanitization	\$ 1,683.92	\$ 1,683.92	\$ -	\$ -	\$ -	96629	
248-1-037	Eligible	Direct Allocation	Instruction	General Supplies and Materials	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	The process of making art is an ultimate therapeutic form of learning. One of my biggest regrets during our shut down was students not having supplies at home, to work on a substantial project. The purchase of this request would provide a portable tool bag of supplies and materials for students enrolled in a sculpture or wearable art class.	\$ 2,100.00	\$ 2,100.00	\$ -	\$ -	\$ -	96540	Per applicant, the request is a portable tool box of art supplies for remote learners, quarantined learners and students in social distancing settings; This will allow us to properly provide resources due to the COVID pandemic. 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.
248-1-038	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	GMS needs each grade level to have a set of keyboards. This will allow students to work more effectively while doing research papers. I believe these keyboards will help struggling students be more efficient in their writing. We would like to have these in place for our summer school programs to help students recover from the COVID-19 related learning losses.	\$ 5,400.00	\$ 5,400.00	\$ -	\$ -	\$ -	96628	

248-1-039	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of two Swivl Robots and two iPad devices to transmit high quality video and audio for educational interaction between remote students, students in the classroom, and their classroom instructors.	\$ 3,347.32	\$ 3,347.32	\$ -	\$ -	\$ -	96628	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.
248-1-040	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Students and staff are needing connectivity in more locations. Installing a point to point wireless bridge will allow connectivity in locations that we currently do not have connectivity. Students and staff will have the ability to connect to our network outside and in our southwest parking lot.	\$ 525.00	\$ 525.00	\$ -	\$ -	\$ -	96628	Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff. 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.

248-1-041	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Students and staff are needing connectivity in more locations. Installing outdoor wireless access points will allow connectivity in locations that we currently do not have connectivity. Students and staff will have the ability to connect to our network outside and in our northwest parking lot.	\$ 1,588.50	\$ 1,588.50	\$ -	\$ -	\$ -	96628	Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff. 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.
248-1-042	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our auditorium is being used as a classroom for Band and Choir for our back to school plan. A new projection system with HDMI capabilities is needed to allow classroom teachers to interact on the large projected screen. Teachers need to be able to project their iPad or computer screen while interacting with students throughout the auditorium. This system will also allow students to social distance while still interacting with other band and choir members.	\$ 11,075.00	\$ 11,075.00	\$ -	\$ -	\$ -	96628	



248-1-043	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of educational technology is needed so that students may compete remotely in their regular choir competition. -Microphone -Cables -Lens covers -Lighting	\$ 252.99	\$ 252.99	\$ -	\$ -	\$ -	96628	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.
248-1-044	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Apple TVs are needed in the classroom for educational interaction between students and their classroom instructors. This equipment will allow students and teachers to social distance while working collaboratively.	\$ 5,934.96	\$ 5,934.96	\$ -	\$ -	\$ -	96628	

248-1-045	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	(9) Educational technology - Teachers need Apple Pencils to interact with their students. They will walk around the room teaching from the iPad, wirelessly mirroring the iPad screen on to the display at the front of the classroom. This allows the teachers to social distance and view their students' work and interact with them. The teacher can write legibly, create examples of art, precisely graph lines, write exponents in equations with fine details and precision not previously possible without the Apple Pencil. The Apple pencil	\$ 3,560.00	\$ 3,560.00	\$ -	\$ -	\$ -	96628	
248-1-046	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	AirPods Pro are needed to transmit high quality audio for educational interaction between remote students and their classroom instructors.	\$ 810.50	\$ 810.50	\$ -	\$ -	\$ -	96628	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.

248-1-047	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	A cache server and external storage is needed to increase data retrieval performance, speed up access to web information while reducing demand on bandwidth, and create a better educational interaction between students and their classroom instructors. The cache also ensures users can access web content while offline, including rich media files.	\$ 6,072.71	\$ 6,072.71	\$ -	\$ -	\$ -	96628	Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff. 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.
248-1-048	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	(9) Purchase of technology software. A help desk ticketing system is needed to support our students and parents. This new ticketing system will provide information and assistance to parents and families to effectively use technology to support their students. This will help reduce learning loss due to technology questions or issues in a distance learning environment.	\$ 2,000.00	\$ 2,000.00	\$ -	\$ -	\$ -	96628	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.

248-1-049	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As part of our back to school plan, our cafeteria is being used for Choir when our auditorium is scheduled for other student activities. A new amplifier for our sound system is needed in our the cafeteria for student/teacher interactions and for the success of our choir course.	\$ 1,252.00	\$ 1,252.00	\$ -	\$ -	\$ -	96628	Per applicant, the request addresses technology services in response to our COVID protocols for remote learning, social distancing, better use of available classroom space, and more accessibility for parents/students/staff.
248-1-050	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of laptops are needed for remote learning and to replace damaged laptops. Laptops are required for applications used in Forensics, Debate, Multimedia, Yearbook, Journalism, and Construction classes.	\$ 29,147.00	\$ 29,147.00	\$ -	\$ -	\$ -	96628	Per applicant, the technology request will address credit recovery and learning loss related to COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
248-1-051	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of iMac computers is needed to access applications addressing learning loss, applications that can't be accessed on the iPad and to allow students the ability to social distance in labs.	\$ 10,194.00	\$ 10,194.00	\$ -	\$ -	\$ -	96628	

248-1-052	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	An upgrade to our modules and wiring is needed to support our connectivity between network closets. This will support the use of video technology and connectivity in all classrooms for remote learners and classroom instruction.	\$ 48,854.68	\$ 48,854.68	\$ -	\$ -	\$ -	96628	Per applicant, the request addresses COVID related remote learning and addresses concerns related to the ability to meet delivery of services on COVID related platforms. 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.
248-1-053	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The purchase of iPad devices and cases needed to replace damaged iPad devices and cases for students and classroom instructors.	\$ 98,685.00	\$ 98,685.00	\$ -	\$ -	\$ -	96628	Per applicant, the technology request addresses the need to address COVID related remote and on-site learning. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

248-1-054	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	It is imperative for the school to purchase more Texas Instruments graphing calculators. The newer models, TI-84 Plus CE, are rechargeable and do not require the purchase of AAA batteries. These calculators can be used on both the ACT and the State Assessment. We currently have to share some calculators which means they have to be disinfected between uses. We currently have about 170 graphing calculators, but many of these are from 2006 and have stopped working. With the current enrollment we	\$ 7,500.00	\$ 7,500.00	\$ -	\$ -	\$ -	96540	Per applicant, the request addresses social distancing, remote learning and learning loss related to COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
248-1-055	Eligible	Direct Allocation	Instruction	Musical Instruments' Supplies	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	This purchase would allow for the creation of digital recordings for both band and choir students utilizing its USB output. This allows for the piano to be directly hardwired to a laptop to make recordings into GarageBand.  Whether students are attending class in-person or remotely, they would be able to access high quality practice tracks, accompaniments, and example songs, created with the technology	\$ 800.00	\$ 800.00	\$ -	\$ -	\$ -	96544	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.

248-1-056	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The IXL platform allows for teachers to identify, assess and target weaknesses in reading, math computation, Spanish literacy and science knowledge. This program will aid in helping diagnose academic deficits and skills there are behind in from the school closure this past year. The educational platform will be used weekly in all Math, ELA and Science classrooms as a progress monitor.	\$ 7,900.00	\$ 7,900.00	\$ -	\$ -	\$ -	96567	
248-1-057	Eligible	Direct Allocation	Instruction	Musical Instruments' Supplies	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	MusicFirst Classroom  Limitation: Lack of music specific software to support ensemble students learning remotely Immediate impact on outcomes: Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so.  -This software will provide valuable data on student learning in music education and can create a portfolio of a student's music career from beginning	\$ 5,200.00	\$ 5,200.00	\$ -	\$ -	\$ -	96544	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

**Kansas CommonApp (2020)**

1019-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jxpvAPmj

# 255\_South Barber\_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** | South Barber USD 255

**Applicant / Mailing Address**

| 512 Main Street

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

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

**Applicant / Phone Number** | 833-722-7237

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)** | 48-0720250

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

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

| "The mission of South Barber USD 255 is to guide each student along his or her path from dependence to independence to passionately enrich our world. My path. Our world."



---

## Application details

Full District Name		South Barber USD 255
District Number		255
Mailing Address   Street Address		512 Main Street
Mailing Address   City		Kiowa
Mailing Address   Zip Code		67070
Authorized Representative of the District   Name		Mylo Miller
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		mylom@southbarber.com
Authorized Representative of the District   Phone Number		+18337227237
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 shutdown school last year for an entire quarter. Although our students were learning remotely it was not the same as full in-person instruction. Testing and anecdotal observations demonstrated upon return that our students were behind academically. We have been in school all year this year trying to catch up. Adhering to all the safety protocols has placed a greater financial burden on the district. We hired two evening custodians to assist with disinfecting. The masks, shields, spacing, and air ventilation protocols have been burdensome and expensive.

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.

South Barber intends on doing a Summer School to catch kids up. We intend on providing social and emotional support for our students. We intend to continue additional disinfecting and cleaning. We intend to provide additional training for our teachers and staff for technology and safety protocols concerning COVID-19 in order to stay in school. We intend to address spacing issues in our school, all of which will be about \$560 per student district wide.

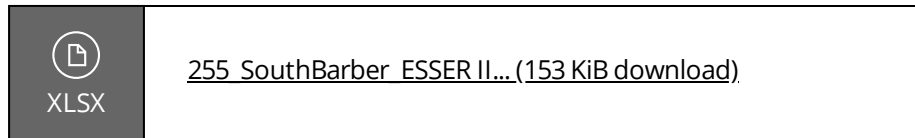
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Primarily we will determine the impact of the funding on students academic growth to get them caught up and staying in 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 | Mylo Miller

Date | 03/25/2021

---

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

USD	District Name	Data as of
255	South Barber	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
255-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school expenditures during the month of June 2021	\$ 50,000.00	\$ 50,000.00	\$ -	\$ -	\$ -	83	Please provide more information on the number of students and staff that you expect to benefit from the summer school program. Applicant provided: 50 students and 6 instructional staff, bus driver, custodian
255-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Providing training and professional development to our cleaning crew	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	83	
255-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Providing training and professional development to our cleaning crew	\$ 33,564.92	\$ 33,564.92	\$ -	\$ -	\$ -	83	Function (Instruction) and Object (Regular certified staff) and description lists cleaning crew (same description as the line above). Please clarify which group of staff members will be involved in this training. Applicant provided: typo, licensed staff
255-1-004	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	Extending our mental health services to students and families beyond traditional contractual hours	\$ 10,000.00	\$ 10,000.00	\$ -	\$ -	\$ -	83	

255-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Providing larger social distancing space in school cafeterias	\$ 45,000.00	\$ 45,000.00	\$ -	\$ -	\$ -	83	Please provide more information on what equipment is being purchased. Applicant provided: cafeteria tables, food carts (construction - removed a wall to make the cafeteria bigger)
-----------	----------	-------------------	---	-----------	--	---	--------------	--------------	------	------	------	----	---



**Kansas CommonApp (2020)**

1127-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zZIGJOMW

# 256\_Marmaton Valley\_ESSER II Plan\_0329

---

## Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Marmaton Valley USD 256
<b>Applicant / Mailing Address</b>	
128 West Oak Street	
Moran, Kansas 66755	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Kim Ensminger
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	ensminger@usd256.net
<b>Applicant / Phone Number</b>	6202374250

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	Marmaton Valley School District
District Number	256

Mailing Address   Street Address	128 West Oak Street
Mailing Address   City	Moran
Mailing Address   Zip Code	66755
Authorized Representative of the District   Name	Kim Ensminger
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	ensminger@usd256.net
Authorized Representative of the District   Phone Number	+16202374250
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	shenry@usd256.net
Other District Representative 2   Email Address	bcampbell@usd256.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 impacted our students district wide academically, mentally, and socially. Our fall MAP testing revealed that our students suffered a greater COVID slide than anticipated. Our winter testing session showed we had made gains, but 42% of our student in the elementary and 44% of our students in grades 7-12 scored below grade level in at least one subject area. We test reading, ELA, and math.

Our school has been open all year and we know students are being affected emotionally by COVID. We are fortunate to have an in-house counseling service for students. The number of families seeking services for their children has increased by 37% in our district. Quarantines have isolated students and cancellation of competitions have created one disappointment after another. It has had an emotional toll on many of our high school students who are used to being extremely involved in school activities. We have an increase in our chronic absentee rate particularly in the 7-12. Normally, we deal with 2 to 3 students. This year we are dealing with 11 students. Our D and F list has grown larger than we have ever had. Unfortunately, we have seniors who have dropped out of school despite our best efforts to encourage them to finish their senior year.

Staffing has been a problem all year. We have unfilled custodial positions, bus driver positions, and para positions. Additionally, our special education program is understaffed in both buildings. COVID-19 has made people hesitate to work in schools.

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.

We are breaking down the usage of our ESSER II allocations into three categories. First, we wish to hire two additional interventionists to address learning loss due to COVID-19 and one paraprofessional to assist the interventionists. One instructor will be assigned to our primary grade levels and one for our middle school. They will utilize information gained using various diagnostic tools to address a skill or standard where an individual demonstrates weakness. This will be a benefit to all students in these age categories because each individual will have weaknesses identified and a strategy developed to improve the weakness. The primary focus will be on math and ELA/reading.

Our second focus will be on SEL needs. COVID has limited our opportunities for students to connect with each other leaving them isolated, especially those who are remote learners. We wish to implement a stronger “family time” program in each of our buildings where students meet in their groups. Multiple teacher led interventions will take place during this time. To better address SEL needs within these groups, our district needs to invest in an SEL curriculum.

Our third focus will be on equipment. Our buildings are old. We do not have the ability to purify air in a majority of our rooms because we utilize a boiler system for heating and window units for cooling. We wish to address this by updating our HVAC system(s) and installing UV devices within the equipment to destroy allergens and viruses. Along this line we will need to install new windows for the rooms where we place the new HVAC systems because the window air conditioning units will be removed.

A final need will be the purchase of additional technology for our new employees and 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 continue to monitor MAP scores throughout the 2021-2022 school year to determine the impact that interventionists hired with ESSER II funds has on student academic growth. We will also monitor other scores in the elementary such as Lexia, Star Math, Star Reading, and IXL diagnostics.

Socio-emotional gains will be monitored closely. Indicators monitored will be absenteeism, counselor referrals, grades, and involvement in school activities. We hope to drive the percentages downward using our “family time”, new SEL curriculum to tackle topics, and offering more social activities.

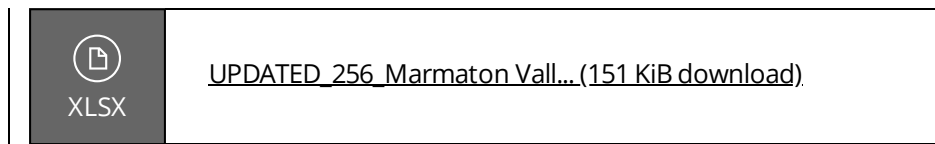
There is no guarantee that we will fill vacant support positions throughout the district. My hope is that more people will be willing to apply for para support positions so that we can better serve the students of Marmaton Valley.

### 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 | Kimberly A. Ensminger

Date | 03/29/2021

---

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



USD	District Name	Data as of
256	Marmaton Valley	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
256-1-001	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	One paraprofessional will be hired to address the learning loss caused due to COVID-19	\$ 30,000.00	\$ 30,000.00	\$ -	\$ -	\$ -	23260	
256-1-002	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Two interventionists will be hired to address the learning loss caused due to COVID-19	\$ 121,000.00	\$ 121,000.00	\$ -	\$ -	\$ -	23261	
256-1-003	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology will need to be purchased for the new staff hired to address learning loss due to COVID-19	\$ 6,100.00	\$ 6,100.00	\$ -	\$ -	\$ -	23200	
256-1-004	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	SEL curriculum is needed to better address student needs	\$ 2,800.00	\$ 2,800.00	\$ -	\$ -	\$ -	23200	
256-1-005	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC needs to be replaced so that there is a means to draw in fresh air and purify the air using UV equipment. Currently, we are unable to do this in 2/3 of our high school building.	\$ 50,000.00	\$ 50,000.00	\$ -	\$ -	\$ -	23200	

**Kansas CommonApp (2020)**

1029-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 257\_Iola\_ESSER II Plan\_0405



NkzXpenM

---

Applicant details

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

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

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

**Applicant / Entity Name** | USD 257 IOLA

**Applicant / Mailing Address**

| 305 North Washington  
Iola, KS 66749

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

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

**Applicant / Phone Number** | 620-365-4700

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

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

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

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

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

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

**Fiscal Agent / Name (if applicable)** | Marcie Boring

**Fiscal Agent / Email (if applicable)** | marcie.boring@usd257.org

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

| 305 North Washington  
| Iola, KS 66749

---

## Application details

Full District Name | IOLA

District Number | 257

Mailing Address | Street Address | 305 NORTH WASHINGTON

Mailing Address | City | IOLA

Mailing Address | Zip Code | 66749

Authorized Representative of the District | Name | STACEY FAGER

Authorized Representative of the District | Position or Title | SUPERINTENDENT

Authorized Representative of the District | Email Address | stacey.fager@usd257

Authorized Representative of the District | Phone Number | +16203654700

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

Other District Representative 1 | Email Address | marcie.boring@usd257.org

Other District Representative 2 | Email Address | jenna.higginbotham@usd257.org

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

We believe the impact of COVID-19 has been equal among all our students. We see the highest impact being social emotional needs specifically in our 6th-12th grade students. We are seeing this negative impact mostly in apathetic students whether they are learning from home or in the classroom. We feel it has taken 3/4ths of the year to get students to get back into the groove of learning and actively participating. We have seen less of this change from our elementary students. However, we

have seen an increase in social emotional needs from all grade levels in the aspect of worrying about their families. Students can feel the fear of parents losing their jobs and/or family members possibly falling ill from COVID, or worry that they themselves will become sick or take germs home.

We did have some learning loss from losing 4th quarter instruction and not having summer school in 2020. On average, 20% of each grade level scored lower in the fall of 2020 than they had previously in the fall of 2019 on our district screener.

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

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

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

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Our ESSER II funds directly impact the needs of COVID-19 for our students.

We are allocating ESSER II funds to updating technology for our classrooms. Providing one-to-one Chromebooks at all grade levels will lessen the spread by not having students share devices between classrooms. We are also purchasing Chromebook tubs that we can place three small tubs in a room providing the chance to social distance when students go to the Chromebook carts to retrieve their computers. By providing Chromebooks we are increasing educational opportunities for all students.

Purchasing a new math series will directly impact our math instruction. We are currently around 40% of students on level from our math screening. We are purchasing Reveal math for our K-5th grade students, which will help with our core instruction as well as differentiation for our tier 2 and tier 3 students. We have purchased teaching materials and manipulative kits for our classroom teachers, Special Education teachers, and Title teachers.

ESSER II Funds will purchase half of the cost of a new HVAC system for our middle school. The heating and cooling in our middle school intermittently works which causes unequal air flow. We have numerous rooms that run hot or cold and many rooms without windows. A quality HVAC system will provide industry standard air filtration and circulation within the building. This will not only help lessen the spread of airborne germs, but will also help our students be less fearful, knowing the air is flowing, filtered, and purified. Students will also be able to focus more and learn better with steady room temperatures and quiet air vents.

ESSER II funds will go towards allowable Greenbush services to help our district with providing environmental/custodial support, teacher and leadership training, and PAT.

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

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

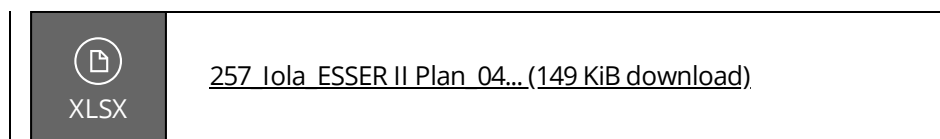
The Reveal Math series focusing on tier 2 and tier 3 students should have a direct impact on our Fastbridge screening scores and show that students are learning and retaining the knowledge.

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

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

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

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 | Stacey Fager

Date | 04/05/2021

---

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

USD	District Name	Data as of
257	Iola	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
257-1-001	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 34,000.00	\$ 34,000.00	\$ -	\$ -	\$ -	99871	
257-1-002	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 7,700.00	\$ 7,700.00	\$ -	\$ -	\$ -	99872	
257-1-003	Eligible	Direct Allocation	Vehicle Operation	Dues and Fees	11A. Planning and implementing summer learning or enrichment programs	SAFEBASE SUMMER PROGRAM TO MEET THE SOCIAL, EMOTIONAL, AND LEARNING GAP NEEDS OF OUR STUDENTS	\$ 3,300.00	\$ 3,300.00	\$ -	\$ -	\$ -	99876	
257-1-004	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	STUDENT COMPUTERS/LICENSES TO PROVIDE EVERY STUDENT WITH THEIR OWN DEVICE FOR LEARNING. CHARGING STATIONS/CASES TO AVOID CHROMEBOOKS BEING IN A CENTRALLY LOCATED AREA to space students out and allow social distancing.	\$ 213,044.45	\$ 213,044.45	\$ -	\$ -	\$ -	99873	

257-1-005	Eligible	Direct Allocation	Instruction	Textbooks	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	CURRICULUM TO PROVIDE FOR OUR SPED AND TITLE CLASSROOMS INCLUDING MANIPULATIVE KITS. This will address unique needs of SPED and Title students that have identified learning gaps due to covid.	\$ 56,836.04	\$ 56,836.04	\$ -	\$ -	\$ -	99874	
257-1-006	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC UPGRADE AT THE MIDDLE SCHOOL TO HELP WITH AIR QUALITY AND PURIFICATION to lessen the risk of Covid transmission.	\$ 900,000.00	\$ 900,000.00	\$ -	\$ -	\$ -	99877	
257-1-007	Eligible	Direct Allocation	Support Services (General Administration)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	ENVIRONMENTAL COMPLIANCE/CUSTODIAL SUPPORT to improve sanitation and minimize spread of Covid.	\$ 2,250.00	\$ 2,250.00	\$ -	\$ -	\$ -	99878	

257-1-008	Eligible	Direct Allocation	Central Services	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	ADMINISTRATIVE SERVICES to provide PD to administrators regarding leading during the pandemic to address learning loss, mental health needs due to Covid.	\$ 1,350.00	\$ 1,350.00	\$ -	\$ -	\$ -	99879	
257-1-009	Eligible	Direct Allocation	Support Services (Students)	LEA Payments to COOP's/Interlocals	11A. Planning and implementing summer learning or enrichment programs	PARENTS AS TEACHERS to provide Birth-3 services to address learning loss and anticipated increase in PAT numbers due to Covid	\$ 12,000.00	\$ 12,000.00	\$ -	\$ -	\$ -	99880	
257-1-010	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EDTECH ACADEMY SERVICES to identify and assist students with gaps in learning due to covid.	\$ 600.00	\$ 600.00	\$ -	\$ -	\$ -	99875	

**Kansas CommonApp (2020)**

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

# 262\_ValleyCenter\_ESSER II Plan\_03.31.2021



XdorrdNj

---

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** | Valley Center

**Applicant / Mailing Address**

| 143 S. Meridian  
| Valley Center, KS 67147

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | cory.gibson@usd262.net

**Applicant / Phone Number** | 3167557000

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)** | 48-0600478


**Applicant / Website Address (if applicable)** | www.usd262.net

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


The Staff and Students Will Develop  
the Knowledge, Skills, and Character  
Necessary for Current and Future Success.

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

[Download Form W-9](#)

 PDF	<a href="#">SKM_C300i21032413100(1).... (114 KiB download)</a>
--	--

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

 PDF	<a href="#">Board Members - Valley Ce... (517 KiB download)</a>
--	---

**Fiscal Agent / Name (if applicable)** | Susan Harris

**Fiscal Agent / Email (if applicable)** | susan.harris@usd262.net

**Fiscal Agent / Mailing Address (if applicable)**  
| 143 S. Meridian Valley Center, KS 67147

---

## Application details

Full District Name | Valley Center Public Schools

District Number | 262

Mailing Address | Street Address | 143 South Meridian

Mailing Address | City | Valley Center

Mailing Address | Zip Code | 67147

Authorized Representative of the District | Name | Cory Gibson

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | cory.gibson@usd262.net

Authorized Representative of the District | Phone Number | +13167557000

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

Other District Representative 1 | Email | susan.harris@usd262.net  
Address

Other District Representative 2 | Email | mike.bonner@usd262.net  
Address

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 and subsequent school closures contributed to learning loss for students in USD 262. To begin, enrollment was down 1.8 % and our Kindergarten classes were 25% down from projected. These fragile learners did not have the opportunity to begin a formal education and thus are already negatively impacted.

Achievement scores in grades PreK-5 show the greatest decline in grades Pre-K, K, and 1st grades. In grades K and 1 we saw a drop in meeting grade-level benchmarks by nearly 15% over previous years. In grades 3 through 8, the drop was closer to 8%. Additionally, while many students were at benchmark it was not at the higher levels as it had been previously. Special education student scores seem to mirror the loss of their peers.

Course failure rates at the secondary level were nearly double those than previous years despite targeted efforts from teachers and students. At one point the failure rate was 3 times normal. An additional concern is the number of students who failed multiple courses and are further at risk from graduating from high school.

Mental health concerns are also on the rise. We have doubled our mental health capacity with Licensed Clinical Social Workers and their caseloads are full. We have added an additional counselor at the intermediate school and she is full as well. Our SEL data is showing internalizing behavior concerns at intermediate and middle school levels. On our most recent Gallup data, our students are scoring as less engaged and hopeful.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

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

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

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

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

As of March 31st, 2021, the district had used all remaining ESSER I funds. To continue supporting students and maintaining continuity of services through the remainder of the school year. Funds will be used to support continuity of services such as highly skilled permanent substitute teachers to cover when teachers are ill or quarantined; additional support for COVID 19 testing and support of our students' physical health; continuing to support of an on grounds health clinic which opened in February. The district plans to offer robust Pre-k through credit recovery summer programs to assist at-risk students or students who have experienced learning loss. Additional supports, including a social worker, ESOL paraeducator, learning support coordinator / instructional coach, elementary technology support, different methods to measure student learning and social-emotional support needs, are all planned beginning in 2021-2022. Additional expenses include opportunities for teachers to collaborate and grow professionally to assist the best students who may need additional supports.

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

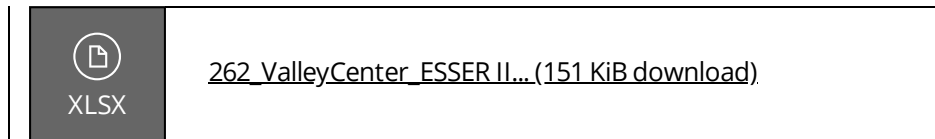


- 1.) Formative and Summative Local and State Assessments
- 2.) Attendance rates
- 3.) Graduation Rates

## 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 | Cory L. Gibson

Date | 03/31/2021

---

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

USD	District Name	Data as of
262	Valley Center Pub Sc	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
262-1-001	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Salaries) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 265,200.00	\$ 55,200.00	\$ 210,000.00	\$ -	\$ -	88E1000 1120000 000	
262-1-002	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 101,950.00	\$ 10,000.00	\$ 41,300.00	\$ 50,650.00	\$ -	88E1000 1130000 000	
262-1-003	Eligible	Direct Allocation	Support Services (Students)	Supplies-Technology Related	5. Procedures and systems to improve LEA preparedness and response efforts	Implementing FastBridge Assessments to Identify Student Support Needs	\$ 48,000.00	\$ -	\$ 24,000.00	\$ 24,000.00	\$ -	88E2100 6500000 000	
262-1-004	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Non-Certified Salaries	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 93,800.00	\$ -	\$ 46,000.00	\$ 47,800.00	\$ -	88E2110 1100000 000	

262-1-005	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	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 37,600.00	\$ -	\$ 18,100.00	\$ 19,500.00	\$ -	88E1000 1200000 000
262-1-006	Eligible	Direct Allocation	Central 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	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 89,000.00	\$ 10,000.00	\$ 39,500.00	\$ 39,500.00	\$ -	88E2580 1200000 000
262-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students	\$ 45,000.00	\$ -	\$ 22,500.00	\$ 22,500.00	\$ -	88E2200 1100000 000

262-1-008	Eligible	Direct Allocation	Support Services (Instructional Staff)	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom Licenses for remote learning, collaboration with stakeholders, and staff meetings	\$ 11,238.00	\$ -	\$ 6,000.00	\$ 5,238.00	\$ -	88E2200 6100000 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
262-1-009	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Hiring an additional nurse to help support COVID testing and increasing medical needs of students.	\$ 94,300.00	\$ -	\$ 46,000.00	\$ 48,300.00	\$ -	88E2130 1100000 000	
262-1-010	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 172,000.00	\$ -	\$ 86,000.00	\$ 86,000.00	\$ -	88E2210 1100000 000	
262-1-011	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Before & After school programs to support students who have experienced learning loss	\$ 18,560.00	\$ -	\$ 9,280.00	\$ 9,280.00	\$ -	88E1000 1130000 000	
262-1-012	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE for nurses, handsanitizer, BioHazard Kits	\$ 3,000.00	\$ -	\$ 1,500.00	\$ 1,500.00	\$ -	88E2600 6100000 000	
262-1-013	Eligible	Direct Allocation	Health Services	General Supplies and Materials	2. Coordination of COVID-19 preparedness and response efforts	Covid Testing (pay for testing kits, extended hours for nursing staff)	\$ 5,000.00	\$ -	\$ 2,500.00	\$ 2,500.00	\$ -	88E2130 6100000 000	

262-1-014	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (FICA/FICM) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 19,800.00	\$ 3,800.00	\$ 16,000.00	\$ -	\$ -	88E1000 2200000 000	
262-1-015	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Other benefits) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ -	\$ -	88E1000 2900000 000	
262-1-016	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Continuation of Permanent Substitute Teaching Positions (Other benefits) - supporting learning through highly trained subs that are on staff. Began with ESSER I funds. Ensures continuity of service	\$ 13,000.00	\$ -	\$ 13,000.00	\$ -	\$ -	88E1000 2130000 000	
262-1-017	Eligible	Direct Allocation	Attendance and Social Work Services	Health and Accident Insurance	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 11,000.00	\$ -	\$ 5,500.00	\$ 5,500.00	\$ -	88E2110 2130000 000	
262-1-018	Eligible	Direct Allocation	Attendance and Social Work Services	Social Security Contributions	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 7,000.00	\$ -	\$ 3,400.00	\$ 3,600.00	\$ -	88E2110 2200000 000	
262-1-019	Eligible	Direct Allocation	Attendance and Social Work Services	Other Employee Benefits	10. Providing mental health services and supports	Adding an additional social worker to support mental health needs	\$ 200.00	\$ -	\$ 100.00	\$ 100.00	\$ -	88E2110 2900000 000	



262-1-020	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 7,155.00	\$ -	\$ 3,255.00	\$ 3,900.00	\$ -	88E1000 2200000 000
262-1-021	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 85.00	\$ -	\$ 40.00	\$ 45.00	\$ -	88E1000 2900000 000
262-1-022	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 10,000.00	\$ -	\$ 5,000.00	\$ 5,000.00	\$ -	88E2710 1200010 000
262-1-023	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 800.00	\$ -	\$ 400.00	\$ 400.00	\$ -	88E2710 2200010 000
262-1-024	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Pre-K - 12 summer learning support, including at-risk support, learning loss remediation, credit recovery, summer materials, and transportation	\$ 10.00	\$ -	\$ 5.00	\$ 5.00	\$ -	88E2710 2900010 000

262-1-025	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	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 11,000.00	\$ -	\$ 5,500.00	\$ 5,500.00	\$ -	88E1000 2130000 000
262-1-026	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	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 2,700.00	\$ -	\$ 1,300.00	\$ 1,400.00	\$ -	88E1000 2200000 000

262-1-027	Eligible	Direct Allocation	Instruction	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	Adding an additional ESOL paraeducator to assist English Language Learners with Learning Loss	\$ 200.00	\$ -	\$ 100.00	\$ 100.00	\$ -	88E1000 2900000 000
262-1-028	Eligible	Direct Allocation	Central Services	Health and Accident 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	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 11,000.00	\$ -	\$ 5,500.00	\$ 5,500.00	\$ -	88E2580 2130000 000

262-1-029	Eligible	Direct Allocation	Central Services	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	Technology Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 5,800.00	\$ -	\$ 2,900.00	\$ 2,900.00	\$ -	88E2580 2200000 000
262-1-030	Eligible	Direct Allocation	Central Services	Other Employee Benefits	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 Support Staff Member - Assisting Families with connectivity issues, technology support, etc. when child is not able to attend school in-person	\$ 200.00	\$ -	\$ 100.00	\$ 100.00	\$ -	88E2580 2900000 000
262-1-031	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students	\$ 3,550.00	\$ -	\$ 1,775.00	\$ 1,775.00	\$ -	88E2200 2200000 000

262-1-032	Eligible	Direct Allocation	Support Services (Instructional Staff)	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Professional Development Support - Reviewing students' individual needs, collaborative planning, and teacher training to better support students	\$ 50.00	\$ -	\$ 25.00	\$ 25.00	\$ -	88E2200 2500000 000
262-1-033	Eligible	Direct Allocation	Health Services	Health and Accident Insurance	5. Procedures and systems to improve LEA preparedness and response efforts	Hiring an additional nurse to help support COVID testing and increasing medical needs of students.	\$ 11,000.00	\$ -	\$ 5,500.00	\$ 5,500.00	\$ -	88E2130 2130000 000
262-1-034	Eligible	Direct Allocation	Health Services	Social Security Contributions	5. Procedures and systems to improve LEA preparedness and response efforts	Hiring an additional nurse to help support COVID testing and increasing medical needs of students.	\$ 7,000.00	\$ -	\$ 3,400.00	\$ 3,600.00	\$ -	88E2130 2200000 000
262-1-035	Eligible	Direct Allocation	Health Services	Other Employee Benefits	5. Procedures and systems to improve LEA preparedness and response efforts	Hiring an additional nurse to help support COVID testing and increasing medical needs of students.	\$ 200.00	\$ -	\$ 100.00	\$ 100.00	\$ -	88E2130 2900000 000
262-1-036	Eligible	Direct Allocation	Improvement of Instruction Services	Health and Accident Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 11,000.00	\$ -	\$ 5,500.00	\$ 5,500.00	\$ -	88E2210 2130000 000
262-1-037	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 12,800.00	\$ -	\$ 6,400.00	\$ 6,400.00	\$ -	88E2210 2200000 000

262-1-038	Eligible	Direct Allocation	Improvement of Instruction Services	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Hiring a staff member to coordinate at-risk supports, professional development, summer school programs, social-emotional supports, and instructional coaching for teachers	\$ 200.00	\$ -	\$ 100.00	\$ 100.00	\$ -	88E2210 2900000 000
262-1-039	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Before & After school programs to support students who have experienced learning loss	\$ 1,420.00	\$ -	\$ 710.00	\$ 710.00	\$ -	88E1000 2200000 000
262-1-040	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	Before & After school programs to support students who have experienced learning loss	\$ 20.00	\$ -	\$ 10.00	\$ 10.00	\$ -	88E1000 2900000 000
262-1-041	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Covid Testing (pay for testing kits, extended hours for nursing staff)	\$ 4,450.00	\$ -	\$ 2,225.00	\$ 2,225.00	\$ -	88E2130 1100000 000
262-1-042	Eligible	Direct Allocation	Health Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Covid Testing (pay for testing kits, extended hours for nursing staff)	\$ 340.00	\$ -	\$ 170.00	\$ 170.00	\$ -	88E2130 2200000 000
262-1-043	Eligible	Direct Allocation	Health Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Covid Testing (pay for testing kits, extended hours for nursing staff)	\$ 10.00	\$ -	\$ 5.00	\$ 5.00	\$ -	88E2130 2900000 000
262-1-044	Eligible	Direct Allocation	Support Services (Students)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	School Based Health Clinic	\$ 6,000.00	\$ 6,000.00	\$ -	\$ -	\$ -	88E2100 3000000 000

**Kansas CommonApp (2020)**

1023-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JrNWGQYJ

# USD 285 Cedar Vale ESSER II 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** | USD 285, Cedar Vale School

**Applicant / Mailing Address**

| 508 Dora Street  
| PO Box 458

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | jarboej@cvs285.org

**Applicant / Phone Number** | 6207582265

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 | Cedar Vale School

District Number | 285

Mailing Address | Street Address | 508 Dora Street, PO Box 458

Mailing Address | City | Cedar Vale

Mailing Address | Zip Code | 67024

Authorized Representative of the District | Name | Lance Rhodd

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | rhoddl@cvs285.org

Authorized Representative of the District | Phone Number | +16207582265

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

Other District Representative 1 | Email Address | jarboej@cvs285.org

Other District Representative 2 | Email Address | jarboej@cvs285.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 district has compared our 2019- and 2020-STAR data scores to identify possible learning losses in reading and math. Elementary math scores showed a decline by 18%, middle school students declined by 13%, and the high school students remained the same. Local data results for reading showed a 3% decrease in reading at the elementary level, 45% decrease at the middle school level, and the high school remained the same.

Social emotional growth that was made during the first year of our redesign was lost as we experienced an uptick in conflict behaviors. CHAMP procedures and developing cross grade level family units were effective tools in developing social norms that were acceptable and supported. Taking this structure away during COVID resulted in students not having a consistent behavior model in place thus increasing our conflict behaviors.

Comparing the 2020 and the 2021 Kansas Communities That Care Survey (Social Emotional Learning Report) data it showed a 16% increase in apathy towards their commitment to their academics. At the conclusion of the 2019 Fall semester, we had 0% failing and at the conclusion of the 2020 Fall semester we had 10% class failure rate. Twenty-five percent more students in MS/HS failed one or more classes in comparison of the two years.

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



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 amount of funds will be utilized during the months of June and July to address the losses noted earlier in student data report. Students will attend summer school once a week for five hours a day. A light breakfast and lunch will be provided while students become an explorer and discover rockets, robotics, and space. There will be culminating field trips to the Hutchinson Cosmosphere and Exploration Park in Wichita. I am anticipating the remaining funds would be consumed during summer school learning academy. We expect some of these expenses will carry over from ESSER I to ESSER II.

## **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 funds will be utilized to address learning losses, social-emotional support, and continued PPE needs. Funds will be utilized to hire additional support staff in areas of academic assistance, food service delivery, and sanitizing of high traffic areas. Professional development will target enhancing skills within our staff to adjust curriculum to meet the needs of learning loss. Data from our Kansas Communities that Care Survey indicate a strong need for support in depression areas. Contracting additional hours with a certified counselor, enhancing our crisis plan with Greenbush, purchasing The Core/Second Steps program, and bringing in special presenters to address social emotional needs. Using our CTC survey data will drive the direction we go with social emotional needs. We anticipate the safety measures that have been put in place during our reopening plan will continue to be in place. The additional costs associated with increased service time for lunches (personnel), sanitizing after each lunch period, supplies/additional hours), and personal hygiene expenses will continue.

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 local assessment data to determine the impact of ESSER II money. STAR testing results indicate areas of additional need for academic support and will be compared for the last three years. State Assessment data will be used to compare to prior years assessments. We will continue to look at KCTC Survey results and identify if an impact has been made. Diagnostic testing results in curriculum, social/emotional programs will be utilized.

### **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 | Lance L Rhodd

Date | 04/21/2021

---

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

USD	District Name	Data as of
285	Cedar Vale	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
285-1-001	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Provide personal protection to individuals such as masks, sanitizers and sterile premises.	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ -	3801	
285-1-002	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Teaching and academic supplies for after school and summer school programs	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ -	3805	
285-1-003	Eligible	Direct Allocation	OPERATION OF NON-INSTRUCTION SERVICES	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional kitchen staff for serving, preparing and sanitizing during additional lunch periods to provide for social distancing.	\$ 13,900.00	\$ -	\$ 13,900.00	\$ -	\$ -	3806	
285-1-004	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social Security for additional kitchen staff	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ -	3807	
285-1-005	Eligible	Direct Allocation	Instruction	PURCHASED PROPERTY SERVICES	12. Addressing learning loss among students, including vulnerable populations	Programs to help meet student needs emotionally, socially and academically.	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ -	3808	

285-1-006	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Incidental operational, social or academic expenses that may arise through instruction.	\$ 500.00	\$ -	\$ 500.00	\$ -	\$ -	3809	
285-1-007	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology supplies related to student instruction, hardware and software and technology accessories	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ -	3810	
285-1-008	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	Programs to meet student emotion, social and academic needs. Including but not limited to Seeaw, Prof. Dev. for teachers, Crisis Interventions.	\$ 3,063.00	\$ -	\$ 3,063.00	\$ -	\$ -	3811	
285-1-009	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	10. Providing mental health services and supports	Additional counselor addition made available to students for social/emotional support.	\$ 4,000.00	\$ -	\$ 4,000.00	\$ -	\$ -	3812	
285-1-010	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Para professionals add individual academic support to students.	\$ 27,800.00	\$ -	\$ 27,800.00	\$ -	\$ -	3813	
285-1-011	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 student support staff	\$ 2,000.00	\$ -	\$ 2,000.00	\$ -	\$ -	3814	



285-1-012	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment benefit for student support staff	\$ 100.00	\$ -	\$ 100.00	\$ -	\$ -	3815	
285-1-013	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment benefit for kitchen support staff	\$ 50.00	\$ -	\$ 50.00	\$ -	\$ -	3817	
285-1-014	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school certified teaching staff salaries	\$ 10,500.00	\$ -	\$ 10,500.00	\$ -	\$ -	3818	
285-1-015	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social security certified summer staff	\$ 900.00	\$ -	\$ 900.00	\$ -	\$ -	3819	
285-1-016	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment benefit for certified summer staff	\$ 100.00	\$ -	\$ 100.00	\$ -	\$ -	3820	

**Kansas CommonApp (2020)**

1104-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OxoBxJAy

# 293\_Quinter Public Schools\_ESSER II Plan\_0326

---

## 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** | Quinter Public Schools

**Applicant / Mailing Address**

| PO Box 540

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

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

**Applicant / Phone Number** | 785-754-2470

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

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

**Applicant / Federal EIN (if applicable)** | 480724316

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

---

## Application details

Full District Name		Quinter Public Schools
District Number		293
Mailing Address   Street Address		601 Gove Street
Mailing Address   City		Quinter
Mailing Address   Zip Code		67752
Authorized Representative of the District   Name		Kurt Brown
Authorized Representative of the District   Position or Title		Superintendent
Authorized Representative of the District   Email Address		superintendent@quinterschools.org
Authorized Representative of the District   Phone Number		+17857542470
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		clerk293@quinterschools.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 impacts of COVID-19 have been significant and are ongoing. Quinter Public Schools has 326 students PreK- through 12th grade and all have been negatively impacted in some way. Assessment data indicates that the Kindergarten through 3rd grade population have seen regressions in both Reading and Math scores overall. The 5th and 6th grade classrooms have witnessed a significant regression in social emotional maturity. Office referral data indicates that students are experiencing a significant increase in peer conflict and do not possess the skills necessary to resolve conflicts, initiate tasks, work independently, or problem solve. While the academic impact on the junior high and high school students has been slight, observational data indicates that 7 to 12 grade students have experienced increased instances of anxiety, hopelessness, and initiation. The junior high and high school students have stated that they are simply waiting for it all to be taken away again and that has taken a significant emotional toll. The district began the year with believing that consistent in person instruction was vital to assisting students in overcoming these negative impacts. In order to accomplish this, the district has been forced to utilize and engage a high number of substitutes due to the high number of COVID-19 positive cases combined with required quarantines amongst staff. The cost of these substitutes has been significant due to the sheer number and the requirements of the Families First Coronavirus Act.

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

Salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU and to purchase Chromebooks for students to access online programs addressing learning loss.

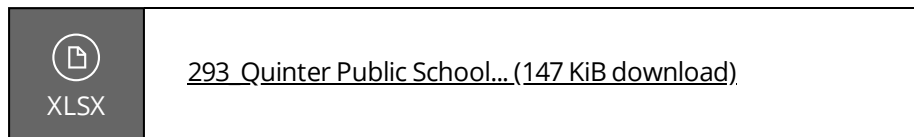
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

These ESSER II funds will have allowed the district to provide both in person instruction to all PreK through 12th grade students while at the same time provide remote learning opportunities to students at home under quarantine. The ability to provide continuous in person learning opportunities to students has provided the school district with the mechanism to make significant progress in the remediation of the deficits identified earlier. Students are beginning to catch up. Due to the commitment to in person instruction, the district has been able to assess the students regularly throughout the year utilizing Fastbridge for Reading and Math, Sabaers socially emotionally and now state assessments. All students will be assessed again in May utilizing Fastbridge and Sabaers. The in person instruction has also allowed for ongoing assessment using office referral, attendance and daily observational data.

## 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 | Kurt D. Brown

Date | 03/26/2021



---

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

USD	District Name	Data as of
293	Quinter Public School	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
293-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 75,000.00	\$ 75,000.00	\$ -	\$ -	\$ -	71	
293-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Substitute certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 17,000.00	\$ 17,000.00	\$ -	\$ -	\$ -	71	
293-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Substitute non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 2,000.00	\$ 2,000.00	\$ -	\$ -	\$ -	71	
293-1-004	Eligible	Direct Allocation	Support Services (General Administration)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 6,700.00	\$ 6,700.00	\$ -	\$ -	\$ -	71	
293-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 2,000.00	\$ 2,000.00	\$ -	\$ -	\$ -	71	

293-1-006	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Non-certified salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 9,200.00	\$ 9,200.00	\$ -	\$ -	\$ -	71	
293-1-007	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Salary expenditures for employees who were quarantined or isolated due to Families First Coronavirus Response Act/MOU	\$ 9,000.00	\$ 9,000.00	\$ -	\$ -	\$ -	71	
293-1-008	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase Chromebooks for students to access online programs addressing learning loss.	\$ 32,497.00	\$ 32,497.00	\$ -	\$ -	\$ -	71	Per call with Superintendent and Board Clerl, these chromebooks would mitigate sharing with other students in case they were to go back to remote learning (04/22/2021). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

**Kansas CommonApp (2020)**

1502-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qIMxndvy

# USD 309 Nickerson South Hutchinson ESSER II Plan 0416

---

Applicant details

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

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

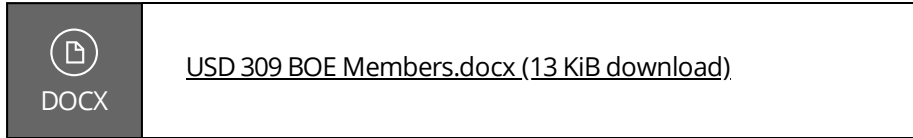
<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 309 Nickerson South Hutchinson
<b>Applicant / Mailing Address</b>	4501 West 4th
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Penny Stoss
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	pstoss@usd309ks.org
<b>Applicant / Phone Number</b>	6206637141

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

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

<b>Applicant / Federal EIN (if applicable)</b>	07069536
<b>Applicant / Website Address (if applicable)</b>	www.usd309ks.org
<b>Applicant / Mission Statement (if applicable)</b>	

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



**Fiscal Agent / Name** (if applicable) | Kristi Rohling  
**Fiscal Agent / Email** (if applicable) | krohling@usd309ks.org

---

Application details

Full District Name | Nickerson South Hutchinson  
District Number | 309  
Mailing Address | Street Address | 4501 West 4th  
Mailing Address | City | Hutchinson  
Mailing Address | Zip Code | 67501  
Authorized Representative of the District | Name | Penny K. Stoss  
Authorized Representative of the District | Position or Title | Assistant Superintendent  
Authorized Representative of the District | Email Address | pstoss@usd309ks.org  
Authorized Representative of the District | Phone Number | +16206637141  
Would you like to additional district representatives to the application? | Yes  
Other District Representative 1 | Email Address | krohling@usd309ks.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 309 has experienced an impact to learning and social emotional strains due to the COVID-19 since March of 2020. 1,199 students have been affected in various ways due to the pandemic. Up to 124 students have chosen not to return to school and remain in a remote learning environment. Extra measures have been taken to ensure a quality education for these students. According to the Kansas Communities That Care Survey USD 309 has seen a 7% increase in "low commitment to

school". USD 309 was experiencing an increase in math proficiency until students went remote and hybrid. iReady diagnostics winter of 2020 (prior to covid) listed 14% in the "at risk" range and when students returned in the fall, we had a jump of 46% in the "at risk" range. This is more than the typical 'summer slide' that we have experienced in the past. The district updated the reading assessments so a comparison from winter assessment to fall isn't available however, the fall data shows that 39% of the USD 309 students fall in the "at risk" range. USD 309 did note an increase in the growth once the students were back to onsite learning.

In addition to learning loss USD 309 has experienced an increase in custodial and maintenance costs since returning to onsite learning. Additional measures have been taken to ensure the safety of staff and students. These costs come in the area of supplies and additional cleaning.

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 309 will use the remaining ESSER funds to complete the salary and benefit costs for 1.5 remote teachers for the months of April, May, and June. Remaining additional custodial costs for salary and benefits for the months of April, May, and June will also be applied to ESSER I. Full time onsite substitute salaries and benefits to cover absences due to COVID 19 will be remaining for April and May.

USD 309 hired a health aide to assist with the extra documentation and school support this school year. This salary is also remaining to be paid out in the months of April and May.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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 309 will continue to implement health safety measures in all buildings per the CDC and Reno County Health Departments recommendations. Health safety measure may include the continued use of additional cleaning supplies and staff. Materials such as disinfectants, social distancing barriers, spaces, additional staff and masks.

USD 309 will put in strategies to close the gap in learning that occurred for students during quarantining, bouts of remote learning and access to learning materials (technology or resources). These strategies include a summer school and tutoring for grades 1 – 12. The purpose of summer school will concentrate on lost reading and mathematics gains for the lower grade levels and credit recovery and tutoring for the high school students. A summer partnership with our mental health provider will continue through the summer months.

USD 309 will continue with MTSS strategies but will expand the learning by adding staff to bring down the numbers to meet the identified needs of each student in reading, math and social emotional learning. USD 309 has a history of keeping class sizes smaller at grades K–3 to ensure strong individualized instruction. USD 309 will expand the philosophy to grade 4. One teacher and classroom space will be temporarily added to regain control of learning loss.

USD 309 learned to restructure teaching and learning during the pandemic. One of the things learned was that having technology alone will not assist with student learning if there are not online or blended programs to allow students to continue learning away from school. A continued concentration for blended and virtual learning resources will assist students with credit recovery and learning beyond the classroom walls. Virtual courses and credit recovery will be offered at the high school which will need additional staff hours to manage the new workload associated with courses.

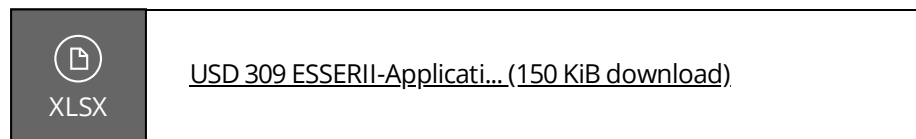
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 309 has several data points already in place to measure student success and will continue to use these assessments while implementing additional data collection points at the conclusion of summer school and tutoring. Data used will include Fastbridge and iReady to progress monitor both reading and mathematics skills. Other data reviewed will be the number of students passing credit recovery course work and number of students removed from the “at risk” category in reading, math, and social emotional skills. Mental Health and office referrals will be reviewed at regularly scheduled monthly meetings. Other data to note health safety success will be the number of student and staff absences due to illness and quarantines related 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:

(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 | Penny K. Stoss

Date | 04/16/2021

---

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

USD	District Name	Data as of
309	Nickerson	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
309-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.	\$ 315,000.00	\$ 75,000.00	\$ 120,000.00	\$ 120,000.00	\$ -	95-1000-111	
309-1-002	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.	\$ 600.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ -	95-1000-215	
309-1-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.	\$ 3,600.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ -	95-1000-220	
309-1-004	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	USD 309 will host a summer school program for 16 days that will focus on lost learning in reading and mathematics for grades 1 -12 in an effort to reach a minimum of 20% of its population.	\$ 300.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ -	95-1000-250	

309-1-005	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	The additional course of prealgebra will be added at the high school for students coming in from the middle school not academically ready for an algebra class. To teach and/or reteach foundational reading skills that were missed in the lower grades upper grade teachers will be trained and implement the Reading Horizons program.	\$ 120,000.00	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ -	95-1000-650	
309-1-006	Eligible	Direct Allocation	New Building Acquisition and Construction	Other Construction 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	USD 309 will put in a temporary classroom structure to decrease classroom size at grade 4. This will ensure small group numbers for MTSS reading, math and social emotional instruction in addition allowing continued social distancing	\$ 70,000.00	\$ 70,000.00	\$ -	\$ -	\$ -	95-4500-459	

309-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Summer school staff will receive 1 full day of professional development to learn skills needed to implement science of reading skills as the relate to summer school curriculum. USD 309 teachers will receive additional training in the science of learning and math teaching strategies. 1st year teachers not receiving a face-to-face student teaching experience will receive additional support through a mentoring program.	\$ 8,500.00	\$ 500.00	\$ 4,000.00	\$ 4,000.00	\$ -	95-2200-111
309-1-008	Eligible	Direct Allocation	Operation of Building	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-19	\$ 3,600.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ -	95-2610-121
309-1-009	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-20	\$ 30.00	\$ 10.00	\$ 10.00	\$ 10.00	\$ -	95-2610-290
309-1-010	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-21	\$ 600.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ -	95-2610-220

309-1-011	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-22	\$ 46,000.00	\$ -	\$ 23,000.00	\$ 23,000.00	\$ -	95-2130-121
309-1-012	Eligible	Direct Allocation	Health Services	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-23	\$ 200.00	\$ -	\$ 100.00	\$ 100.00	\$ -	95-2130-290
309-1-013	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-24	\$ 2,000.00	\$ -	\$ 1,000.00	\$ 1,000.00	\$ -	95-2130-220
309-1-014	Eligible	Direct Allocation	Health Services	Health and Accident Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	USD 309 will hire additional health personnel to assist with procedures to improve health related responsiveness as it relates to COVID-25	\$ 1,300.00	\$ -	\$ 650.00	\$ 650.00	\$ -	95-2130-213

309-1-015	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 309 will continue current online platforms purchased for online learning student support along with adding additional software programs to assist with parent communication such as SeeSaw. Software will be purchased to improve gaps that occurred due to no online presence such as Foreign Language online resources. Class credit recovery seats will be purchased from Acellus. Due to the increased online presence of our students USD 309 will purchase student protection platform such as Google and	\$ 98,675.00	\$ 98,675.00	\$ -	\$ -	\$ -	95-1000-650	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
309-1-016	Eligible	Direct Allocation	Support Services (Instructional Staff)	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 309 will continue current online platforms purchased for online learning student support along with adding additional software programs to assist with parent communication such as SeeSaw. Software will be purchased to improve gaps that occurred due to no online presence such as Foreign Language online resources. Class credit recovery seats will be purchased from Acellus. Due to the increased online presence of our students USD 309 will purchase student protection platform such as Google and	\$ 15,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ -	95-2200-650-	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.



309-1-017	Eligible	Direct Allocation	School Library Services	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The community elementary libraries will remain open to PreK – 6 students during the summer school for check out.	\$ 9,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ -	95-2222-111	
309-1-018	Eligible	Direct Allocation	School Library Services	Miscellaneous Supplies	11A. Planning and implementing summer learning or enrichment programs	The community elementary libraries will remain open to PreK – 6 students during the summer school for check out.	\$ 900.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ -	95-2222-689	

**Kansas CommonApp (2020)**

1076-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 326LoganESSERIIPlan0325



BLmNQQpA

## Applicant details

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

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

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

**Applicant / Entity Name** | Phillipsburg USD #325

**Applicant / Mailing Address**

| 240 South 7th

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

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

**Applicant / Phone Number** | 7855435281

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

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

## Application details

Full District Name | Logan

District Number | 326

Mailing Address | Street Address | 305 N Sherman Box 98

Mailing Address   City	Logan
Mailing Address   Zip Code	67646
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	+17856897595
Would you like to additional district representatives to the application?	No

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

We have 134 students and have been able to social distance better than most. We do have an original boiler system from 1954 when the school was built and would like to update the HVAC system to provide better air flow and circulation as we use window air conditioners to cool the building along with the boiler system to heat the building.

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 learned that the virus can hang in the air and spread later when there is not proper air flow and circulation so our plan is to use our ESSER II funds along with our own district funds to upgrade the HVAC system to improve the indoor air quality.

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

We would hope with improved air quality that our illnesses will decrease not only COVID related illnesses but any illness that can spread through the air.

## **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 | 03/25/2021

---

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



USD	District Name	Data as of
326	Logan	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
326-1-001	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Heating and Cooling System	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	We plan to upgrade HVAC system to improve the air flow and circulation in the building to reduce illnesses and spread of COVID with UV capabilities.	\$ 70,000.00	\$ -	\$ 70,000.00	\$ -	\$ -	39-2670-618	REVISED Provide information regarding expenditure. Per applicant email: Upgrading HVAC system with UV capabilities. Changed total from \$90,813.49 to \$70,000
326-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Add half-time certified position to address learning loss by working in small groups with students that showed learning loss this school year.	\$ 20,813.00	\$ -	\$ 20,813.00	\$ -	\$ -	39-2670-110	REVISED Per applicant email: added a half-time certified employee to address student learning loss.

**Kansas CommonApp (2020)**

1433-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



vJJRKlox

# 362\_Prairie View\_ESSER II Plan\_0415

---

## Applicant details

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

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

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

**Applicant / Entity Name** | Prairie View USD 362

**Applicant / Mailing Address**

| 13799 KS Hwy 152  
| La Cygne, KS 66040

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | rexb@pv362.org

**Applicant / Phone Number** | 9137572677

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 | Prairie View

District Number | 362

Mailing Address | Street Address | 13799 KS Hwy 152

Mailing Address | City | La Cygne

Mailing Address | Zip Code | 66040

Authorized Representative of the District | Name | Rex Bollinger

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | rexb@pv362.org

Authorized Representative of the District | Phone Number | +19137572677

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 data indicates that in both reading and mathematics the number of students that need support due to learning loss has increased in the last two school years because of the pandemic. This pattern is also found in those students that have disabilities, those that are at-risk due to poverty and those that are qualify as at-risk by other means. This learning loss has affected approximately two-thirds of our 856 students and the use of ESSER funds will allow us to fund additional teachers, summer school, and after 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 others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

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

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

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

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

The district will utilize the funds to provide summer school instruction to students that have been identified as exhibiting learning loss. Summer school will be at all levels elementary, middle, and high school. Previously we have only had a credit recovery portion for the high school as a summer school. We will also provide an after school program for students that meet the criteria of having learning loss due to the pandemic. In addition, during the school year we have hired an elementary mathematics specialist, 6-12 reading specialist, and are hiring an additional English Language Arts teacher at the middle school to address learning loss of students due to the pandemic. ESSER funds will also be utilized to provide materials to sanitize and clean the buildings to minimize the possibility of spreading the COVID19 virus. Additional funds will be utilized to address the mental wellness of staff due to the stress of the pandemic.

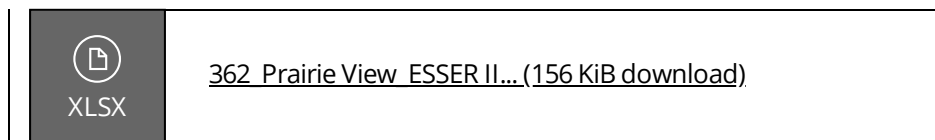
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will conduct baseline testing or utilize prior testing to determine a baseline. Students will be tested on a quarterly or semester basis to determine progress and the effect that of the measures put into place.

## 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 | Rex E. Bollinger

Date | 04/15/2021

---

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



USD	District Name	Data as of
362	Prairie View	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
362-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries of teachers to address learning loss among students during the school year	\$ 350,000.00	\$ -	\$ 175,000.00	\$ 175,000.00	\$ -	7	
362-1-002	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of teachers for summer school to address learning loss	\$ 42,000.00	\$ -	\$ 21,000.00	\$ 21,000.00	\$ -	7	
362-1-003	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Salaries of after school teachers to address learning loss after school.	\$ 42,000.00	\$ -	\$ 21,000.00	\$ 21,000.00	\$ -	7	
362-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of aides for summer school	\$ 16,000.00	\$ -	\$ 8,000.00	\$ 8,000.00	\$ -	7	
362-1-005	Eligible	Direct Allocation	Student Transportation Services	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of bus drivers to transport students to summer school	\$ 14,000.00	\$ -	\$ 7,000.00	\$ 7,000.00	\$ -	7	
362-1-006	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Sanitizing and cleaning supplies	\$ 38,000.00	\$ -	\$ 19,000.00	\$ 19,000.00	\$ -	7	

362-1-007	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	Providing mental health services for staff	\$ 2,926.00	\$ -	\$ 1,463.00	\$ 1,463.00	\$ -	7	
-----------	----------	-------------------	-------------	-------------------------	---	--	-------------	------	-------------	-------------	------	---	--

**Kansas CommonApp (2020)**

1447-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

# 377\_AtchisonCounty\_ESSER II Plan\_0422



JBjApLMJ

---

Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 377 - Atchison County Community Schools
<b>Applicant / Mailing Address</b>	
PO Box 289	
306 Main St	
Effingham KS 66002	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Dr. Andrew Gaddis
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	gaddis.andrew@usd377.org
<b>Applicant / Phone Number</b>	913-833-5050

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

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

<b>Applicant / Federal EIN (if applicable)</b>	48-0720066
<b>Applicant / Website Address (if applicable)</b>	usd377.org
<b>Fiscal Agent / Name (if applicable)</b>	Melissa Gormley

---

Application details

Full District Name	Atchison County Community Schools
District Number	377
Mailing Address   Street Address	306 Main ST
Mailing Address   City	PO Box 289
Mailing Address   Zip Code	66023
Authorized Representative of the District   Name	Andrew Gaddis
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	gaddis.andrew@usd377.org
Authorized Representative of the District   Phone Number	+19138335050
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	gormley.melissa@usd377.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 377 has experience some gains and some losses in learning from the COVID-19 pandemic. Our biggest concern comes with those students who chose a remote or virtual learning option over the traditional format that we offered consistently all year. We also have found that the learning loss was greater with our Special Education and most at-risk populations. A survey of parents at the close of the 2019-2020 school year, showed that students in grade 4th-9th grade struggled with Math during continuous learning as well as almost all struggled with focus and engagement with our continuous learning plan. We have not identified any specific groups that overall regressed more than any other. Students in all demographic categories maintained, gained as well as lossed learning due to the closure. Social / Emotional concerns have also not been tied to any specific demographic category. Students who we identified previously with concerns continued to be monitored by our counselors during the closure which provided them necessary support.

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

## 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.

Academic Interventionists-- Provide 2 full time academic interventionist to work with students suffering from learning loss due to COVID 19. One position will serve grades 4th - 9th grade students in the area of Math. The Second position will serve grades 7-12 primarily in the area of reading but also other areas as needed. USD 377 already employs a reading interventionist for grades pK-6.

--- These positions were implemented for the 2020-2021 school year and need to be continued to make further gains in learning loss. Some of the ESSER II funds will be used to cover the expense of these positions after the ESSER 1 funds ran out.

COVID Aides-- Employ aides to work with students struggling from learning loss as well as assist with health protocols implemented to reopen facilities.

Summer School -- USD 377 will use the ESSER II funds to provide a summer school for academic recovery and enrichment for student in grades K-8. This will include 16, 4 hour sessions focus on skills that each student is deficient. We will be working with TASN to analyze spring data to develop a range of groupings and interventions to get as much recovery and enrichment as time allows. Students will be transported from pick up / drop off locations around our 350 square mile district.

Purchase technology and software to conduct remote learning as well as assist students struggling with learning loss.

Purchase supplies to effectively clean and sanitize facilities to prevent the spread of COVID 19.

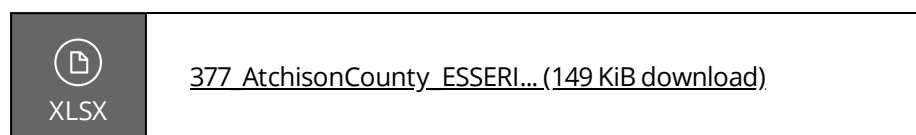
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continually monitor assessment scores and use that data to identify students that are in need of interventions. These funds will provide the staff that will work directly with the identified students to help them overcome their learning losses. The district will also continue to monitor the social emotional well being and provide resources as necessary. We will utilize the SAEBRs screener to identify these 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 | Dr. Andrew K Gaddis

Date | 04/22/2021

---

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

USD	District Name	Data as of
377	Atchison Co Comm	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
377-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Intervention Teachers to work with student on learning loss	\$ 190,000.00	\$ 50,000.00	\$ 140,000.00	\$ -	\$ -	29	
377-1-002	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Academic Aides for Summer Learning to work with students on enrichment and learning loss	\$ 4,000.00	\$ -	\$ 4,000.00	\$ -	\$ -	29	
377-1-003	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers to provide instruction for student enrichment and address learning los.	\$ 16,000.00	\$ -	\$ 16,000.00	\$ -	\$ -	29	
377-1-004	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Aides to work with students on learning loss and implement health protocols	\$ 27,000.00	\$ 7,000.00	\$ 20,000.00	\$ -	\$ -	29	
377-1-005	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (Transportation)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide transportation for students attending summer school	\$ 400.00	\$ -	\$ 400.00	\$ -	\$ -	29	

377-1-006	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Comprehensive assessment software to better determine skills that student have missed due to COVID	\$ 7,180.00	\$ 7,180.00	\$ -	\$ -	\$ -	29	
377-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies and materials to provide summer learning opportunities that will assist in overcoming learning loss.	\$ 3,000.00	\$ 3,000.00	\$ -	\$ -	\$ -	29	
377-1-008	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchasing of technology equipment to conduct remote learning effectively.	\$ 20,000.00	\$ 20,000.00	\$ -	\$ -	\$ -	29	District provided information that this is to address expenses for remote learning during the current school year. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
377-1-009	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Purchasing / implementation of items necessary to effectively open and remain safe during the COVID 19 pandemic.	\$ 5,580.00	\$ 5,580.00	\$ -	\$ -	\$ -	29	

377-1-010	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase cleaning and sanitation supplies to thoroughly clean our buildings daily.	\$ 5,039.00	\$ 5,039.00	\$ -	\$ -	\$ -	29	
-----------	----------	-------------------	---	------------------------	--	--	-------------	-------------	------	------	------	----	--

**Kansas CommonApp (2020)**

1271-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gaVQBVL R

# 394\_Rose Hill\_ESSER II Plan\_0407

---

## Applicant details

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

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

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

**Applicant / Entity Name** | USD 394 Rose Hill Schools

**Applicant / Mailing Address**

| 104 N Rose Hill Rd  
| Rose Hill, KS 67133

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | sdunkin@usd394.com

**Applicant / Phone Number** | 3167763300

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)** | 48-0966028

**Applicant / Website Address (if applicable)** | www.usd394.com

---

## Application details

Full District Name		Rose Hill Unified School District No 394
District Number		394
Mailing Address   Street Address		104 N Rose Hill Rd
Mailing Address   City		Rose Hill
Mailing Address   Zip Code		67133
Authorized Representative of the District   Name		Sabrina Dunkin
Authorized Representative of the District   Position or Title		Director of Finance
Authorized Representative of the District   Email Address		purchasing@usd394.com
Authorized Representative of the District   Phone Number		+13167763300
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 district has reported student enrollment increases over the past few years. This year the district has seen parents choose not to bring their children to school or found alternative educational options to the onsite offerings due to the COVID-19 concerns. This has lead to a 5.37% student enrollment decrease across the district. We also know that 10% of our students have chosen to be in a remote learning status at least once during the school year. This does include our health fragile students and families. A GPA decrease of .5 or greater was seen by 36.36% of our remote students at the secondary level. Our elementary school transition reports are showing decreased performance levels in our grade levels' benchmark testing and in progress monitoring. The district surveys and feedback indicate teachers, students, and parents have an increased level of concern of becoming ill with the virus and frustration from the interruptions caused by students and teachers being removed from school because of the virus. Teachers report high levels of anxiety from the increased workload to teach in a COVID environment. A tremendous amount of time, effort, and money has been spent to put safety protocol in place to allow our staff and students to remain in 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 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 be using our funds to hire additional personnel and purchase a diagnostic screener to support our staff in identifying students' social-emotional needs and learning loss due to the pandemic. We also plan to use funds to purchase intervention programs and training for the teachers and support staff to utilize in an effort to manage the learning needs of the students most impacted by the pandemic.

An Elementary Social-Emotional Coordinator will provide support to students and teachers through pullout programs and classroom guidance, in addition to the support and programs currently being provided by the counselor. A Recovery Room will be established for students having social-emotional skill deficits based on the diagnostic screener and teacher reports. This space will provide students with a safe place to deescalate and learn and practice skills they need to be successful in school.

A K-12 Instructional Coach will provide academic and technology support to teachers through a co-teaching model. This support person will provide teacher training and in-class modeling and support as the teachers learn new programs and intervention strategies to help meet the needs of their struggling students. The Instructional Coach will also provide support for our Title One and At-Risk teachers who are working with identified Tier 2 and 3 students.

An administrator will be hired to coordinate the efforts between the building administrators, support personnel, and teachers to ensure that student and teacher needs are being met in the most effective way possible. This administrator will also serve as a community liaison and will work directly with the parents of identified students who have academic and/or social-emotional needs. We anticipate the need to implement an extended school year program and the administrator will organize and oversee the implementation of this program. This position will be phased out after one year.

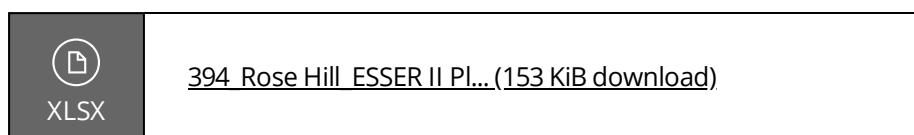
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

In the fall of 2021 we will utilize the reports from our new screening tool to determine a baseline for reading, math, and social-emotional student scores. Students not meeting grade level benchmarks in reading, math, and social-emotional skills will be provided intervention support in identified areas. Progress monitoring will be conducted throughout the year and fall, winter, and spring benchmark testing will be conducted to track student progress and determine impact. We will also maintain our surveying efforts with students, staff, and parents. With the additional personnel, programs, and supports in place, we expect to see decreased levels of anxiety and frustration with our learning environment and an increase in resiliency and satisfaction.

## 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 | Sabrina Dunkin

Date | 04/07/2021

---

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

USD	District Name	Data as of
394	Rose Hill Public Schd	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
394-1-001	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,593.75	\$ 13,593.75	\$ -	\$ -	\$ -	77144	
394-1-002	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,593.75	\$ 13,593.75	\$ -	\$ -	\$ -	77145	
394-1-003	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,593.75	\$ 13,593.75	\$ -	\$ -	\$ -	77146	
394-1-004	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,593.75	\$ 13,593.75	\$ -	\$ -	\$ -	77147	
394-1-005	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	Social Emotional Counselor FICA	\$ 4,159.69	\$ 4,159.69	\$ -	\$ -	\$ -	77178	
394-1-006	Eligible	Direct Allocation	Support Services (School Administration)	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	Student absence reporting/recording software	\$ 700.00	\$ 700.00	\$ -	\$ -	\$ -	77201	Per applicant, PowerSchool plugin to better engage parents regarding possible COVID-related absences.

394-1-007	Eligible	Direct Allocation	Support Services (School Administration)	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	Student absence reporting/recording software	\$ 700.00	\$ 700.00	\$ -	\$ -	\$ -	77202	
394-1-008	Eligible	Direct Allocation	Support Services (School Administration)	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	Student absence reporting/recording software	\$ 700.00	\$ 700.00	\$ -	\$ -	\$ -	77203	

394-1-009	Eligible	Direct Allocation	Support Services (School Administration)	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	Student absence reporting/recording software	\$ 700.00	\$ 700.00	\$ -	\$ -	\$ -	77204	
394-1-010	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning	\$ 7,683.60	\$ 7,683.60	\$ -	\$ -	\$ -	77216	Per applicant, document cameras that work with iPads for teachers to utilize for remote learning. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
394-1-011	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning	\$ 7,695.11	\$ 7,695.11	\$ -	\$ -	\$ -	77217	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.



394-1-012	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning	\$ 7,500.00	\$ 7,500.00	\$ -	\$ -	\$ -	77218	Per applicant, document cameras that work with iPads for teachers to utilize for remote learning. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
394-1-013	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning	\$ 7,500.00	\$ 7,500.00	\$ -	\$ -	\$ -	77219	Per applicant, document cameras that work with iPads for teachers to utilize for remote learning. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

394-1-014	Eligible	Direct Allocation	Support Services (School Administration)	Miscellaneous Supplies	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	Masks	\$ 254.52	\$ 254.52	\$ -	\$ -	\$ -	77222	
394-1-015	Eligible	Direct Allocation	Support Services (School Administration)	Miscellaneous Supplies	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	Masks	\$ 147.39	\$ 147.39	\$ -	\$ -	\$ -	77223	

394-1-016	Eligible	Direct Allocation	Support Services (School Administration)	Miscellaneous Supplies	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	Masks	\$ 111.15	\$ 111.15	\$ -	\$ -	\$ -	77224	
394-1-017	Eligible	Direct Allocation	Support Services (School Administration)	Miscellaneous Supplies	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	Masks	\$ 63.75	\$ 63.75	\$ -	\$ -	\$ -	77225	

394-1-018	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Partition supplies	\$ 39.37	\$ 39.37	\$ -	\$ -	\$ -	77230	
394-1-019	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Partition supplies	\$ 39.36	\$ 39.36	\$ -	\$ -	\$ -	77231	

394-1-020	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 39.99	\$ 39.99	\$ -	\$ -	\$ -	77416	
394-1-021	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 39.99	\$ 39.99	\$ -	\$ -	\$ -	77417	

394-1-022	Eligible	Direct Allocation	Food Service Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 39.99	\$ 39.99	\$ -	\$ -	\$ -	77418	
394-1-023	Eligible	Direct Allocation	Support Services (Students)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480.00	\$ 480.00	\$ -	\$ -	\$ -	77570	

394-1-024	Eligible	Direct Allocation	Support Services (Students)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480.00	\$ 480.00	\$ -	\$ -	\$ -	77571	
394-1-025	Eligible	Direct Allocation	Support Services (Students)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480.00	\$ 480.00	\$ -	\$ -	\$ -	77572	

394-1-026	Eligible	Direct Allocation	Support Services (Students)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480.00	\$ 480.00	\$ -	\$ -	\$ -	77573	
394-1-027	Eligible	Direct Allocation	Operation of Building	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disposable masks & gloves, hand sanitizer, & Partition supplies.	\$ 5,179.48	\$ 5,179.48	\$ -	\$ -	\$ -	77700	
394-1-028	Eligible	Direct Allocation	Vehicle Operation	Other Miscellaneous Expenditures	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 of Face Masks for the buses.	\$ 70.00	\$ 70.00	\$ -	\$ -	\$ -	77830	
394-1-029	Eligible	Direct Allocation	Vehicle Operation	Other Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cordless backpack sprayer that could be used to spray down each and every bus after every route and with ease.	\$ 1,582.15	\$ 1,582.15	\$ -	\$ -	\$ -	77832	



394-1-030	Eligible	Direct Allocation	Other Support Services - School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	77132	
394-1-031	Eligible	Direct Allocation	Other Support Services - School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	77133	
394-1-032	Eligible	Direct Allocation	Other Support Services - School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	77134	
394-1-033	Eligible	Direct Allocation	Other Support Services - School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	77135	
394-1-034	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77136	
394-1-035	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77137	
394-1-036	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77138	

394-1-037	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77139	
394-1-038	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77144	
394-1-039	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77145	
394-1-040	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77146	
394-1-041	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,750.00	\$ -	\$ 13,750.00	\$ -	\$ -	77147	
394-1-042	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ 3,625.00	\$ -	\$ -	77154	
394-1-043	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ 3,625.00	\$ -	\$ -	77155	
394-1-044	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ 3,625.00	\$ -	\$ -	77156	
394-1-045	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ 3,625.00	\$ -	\$ -	77157	
394-1-046	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA INSTRUCTIONAL	\$ 4,207.50	\$ -	\$ 4,207.50	\$ -	\$ -	77170	

394-1-047	Eligible	Direct Allocation	Other Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA ADMIN	\$ 4,590.00	\$ -	\$ 4,590.00	\$ -	\$ -	77174	
394-1-048	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL COUNSELOR	\$ 4,207.50	\$ -	\$ 4,207.50	\$ -	\$ -	77178	
394-1-049	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL PARA	\$ 1,109.25	\$ -	\$ 1,109.25	\$ -	\$ -	77182	
394-1-050	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener	\$ 3,750.00	\$ -	\$ 3,750.00	\$ -	\$ -	77590	Per applicant, Fastbridge
394-1-051	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener	\$ 3,750.00	\$ -	\$ 3,750.00	\$ -	\$ -	77591	
394-1-052	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener	\$ 3,750.00	\$ -	\$ 3,750.00	\$ -	\$ -	77592	
394-1-053	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener	\$ 3,750.00	\$ -	\$ 3,750.00	\$ -	\$ -	77593	
394-1-054	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77136	
394-1-055	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77137	

394-1-056	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77138	
394-1-057	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77139	
394-1-058	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77144	
394-1-059	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77145	
394-1-060	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77146	
394-1-061	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary	\$ 13,906.25	\$ -	\$ -	\$ 13,906.25	\$ -	77147	
394-1-062	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ -	\$ 3,625.00	\$ -	77154	
394-1-063	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ -	\$ 3,625.00	\$ -	77155	
394-1-064	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ -	\$ 3,625.00	\$ -	77156	
394-1-065	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625.00	\$ -	\$ -	\$ 3,625.00	\$ -	77157	

394-1-066	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA INSTRUCTIONAL	\$ 4,255.31	\$ -	\$ -	\$ 4,255.31	\$ -	77170	
394-1-067	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL COUNSELOR	\$ 4,255.31	\$ -	\$ -	\$ 4,255.31	\$ -	77178	
394-1-068	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL PARA	\$ 1,109.25	\$ -	\$ -	\$ 1,109.25	\$ -	77182	

**Kansas CommonApp (2020)**

1471-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XGRzVbYJ

# 420\_Osage City\_ESSER II Plan\_0416

---

## Applicant details

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

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

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

**Applicant / Entity Name** | 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 Schools

District Number | 420

Mailing Address   Street Address		520 Main Street
Mailing Address   City		Osage City
Mailing Address   Zip Code		66523
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.

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 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.



## ESSER II Funding

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 | 04/16/2021

---

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

USD	District Name	Data as of
420	Osage City	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
420-1-001	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.	\$ 22,000.00	\$ -	\$ 22,000.00	\$ -	\$ -	39175	7 Elementary Teachers, 1 middle school teacher, 1 high school and 1 coordinator for Summer School to address learning loss (Phone Call 4/23/2021)
420-1-002	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.	\$ 900.00	\$ -	\$ 900.00	\$ -	\$ -	39180	1 Para for summer school to address learning loss (Phone Call 4/23/2021)
420-1-003	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.	\$ 1,752.00	\$ -	\$ 1,752.00	\$ -	\$ -	39185	
420-1-004	Eligible	Direct Allocation	Instruction	Inter-educational, 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.	\$ 9,695.60	\$ -	\$ 9,695.60	\$ -	\$ -	39170	Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)

420-1-005	Eligible	Direct Allocation	Instruction	Inter-educational, 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.	\$ 950.00	\$ -	\$ 950.00	\$ -	\$ -	39170	Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)
420-1-006	Eligible	Direct Allocation	Instruction	Inter-educational, Interagency Purchased Services	10. Providing mental health services and supports	Renew Greenbush Crisis consortium and receive SEL support for all students.	\$ 900.00	\$ -	\$ 900.00	\$ -	\$ -	39170	Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)
420-1-007	Eligible	Direct Allocation	Instruction	Inter-educational, 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.	\$ 2,250.00	\$ -	\$ 2,250.00	\$ -	\$ -	39170	Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)
420-1-008	Eligible	Direct Allocation	Instruction	Inter-educational, 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.	\$ 1,350.00	\$ -	\$ 1,350.00	\$ -	\$ -	39170	Gaps caused by Covid reflect this need more than ever. (Phone Call 4/23/2021)
420-1-009	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.	\$ 13,000.00	\$ -	\$ 13,000.00	\$ -	\$ -	39155	

420-1-010	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.	\$ 54,400.00	\$ -	\$ 54,400.00	\$ -	\$ -	39165	Connectivity technology for students and teachers who are quarantined or remote due to COVID (Phone Call 4/23/2021) Purchasing 64 Laptops to ensure continuity of learning- district has no plans for remote learning, but need to support students who may have to quarantine (Phone Call 4/27/2021). 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.
420-1-011	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	Replacement of external doors to improve the indoor air quality of student classrooms.	\$ 10,439.00	\$ -	\$ 10,439.00	\$ -	\$ -	39160	
420-1-012	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.	\$ 194,837.00	\$ -	\$ 194,837.00	\$ -	\$ -	39160	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)



420-1-013	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Cover summer school expnses associated with additional learning materials to address specific needs created by or as a result of the pandemic	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ -	39150	
420-1-014	Eligible	Direct Allocation	Instruction	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase additional supplies or personal protctive equipment to mitigate the virus within school buildings.	\$ 2,000.00	\$ -	\$ 2,000.00	\$ -	\$ -	39150	
420-1-015	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.	\$ 21,583.00	\$ -	\$ 21,583.00	\$ -	\$ -	39180	
420-1-016	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.	\$ 1,105.00	\$ -	\$ 1,105.00	\$ -	\$ -	39185	

**Kansas CommonApp (2020)**

1200-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GZZvOpMG

# 493\_Columbus\_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.

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Columbus School District
<b>Applicant / Mailing Address</b>	
802 South High School Avenue	
Columbus, Kansas 66725	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Brian Smith
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	bsmith@usd493.com
<b>Applicant / Phone Number</b>	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 | 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 ESSER II Pla... \(148 KiB download\)](#)

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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](https://commonapp.grantplatform.com) to see complete application Attachments.

USD	District Name	Data as of
493	Columbus	April 27, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
493-1-001	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.	\$ 165,754.00	\$ 53,260.00	\$ 55,390.00	\$ 57,104.00	\$ -	51580	
493-1-002	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.	\$ 167,346.00	\$ 53,769.00	\$ 55,920.00	\$ 57,657.00	\$ -	51520	
493-1-003	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.	\$ 164,567.00	\$ 52,934.00	\$ 55,053.00	\$ 56,580.00	\$ -	51523	
493-1-004	Eligible	Direct Allocation	Instruction	Professional-Education Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We will be purchasing a Fastbridge subscription from Illuminate Education. We will utilize this to collect data on students in both academics and social-emotional needs.	\$ 21,182.00	\$ 6,719.00	\$ 7,055.00	\$ 7,408.00	\$ -	51552	
493-1-005	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.	\$ 93,648.00	\$ 30,000.00	\$ 31,200.00	\$ 32,448.00	\$ -	51552	
493-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We will be hiring three paraprofessionals to work with our MTSS program to address students learning loss.	\$ 125,999.00	\$ 61,764.00	\$ 64,235.00	\$ -	\$ -	51535	

493-1-007	Eligible	Direct Allocation	Instruction	Professional-Education Services	11A. Planning and implementing summer learning or enrichment programs	Contract with Greenbush for student enrichment services.	\$ 9,950.00	\$ 9,950.00	\$ -	\$ -	\$ -	51552	
-----------	----------	-------------------	-------------	---------------------------------	---	--	-------------	-------------	------	------	------	-------	--