


June 4th, 2021 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:

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	ESSER II: Application status update
3:15 to 3:25pm	ESSER II: Summary & discussion of requests deemed eligible by KSDE
3:25 to 3:40pm	ESSER II: Discussion of change requests deemed eligible by KSDE
3:40 to 3:45pm	ESSER II: Vote to recommend slate to State Board
3:45 to 3:55pm	ESSER II: Review of change request process
3:55 to 4:00pm	Next steps and schedule for future Task Force meetings

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Update on ESSER II Application Process:

The ESSER II application process was launched on March 24th, 2021 and is a rolling process unlike 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 first 55 applications were reviewed by the Task Force in prior meetings and approved by the Kansas State Board of Education on May 11th, 2021.

As discussed at the previous meeting, the goal for the Task Force will be to make their recommendations regarding additional applications submitted by May 21st, 2021 (81 in total) to the Kansas State Board of Education for final approval at their next meeting on June 8th. The first 34 of these applications were reviewed at the previous Task Force meeting on May 21st, 2021. KSDE has initiated review of all 47 remaining applications and has completed 37 of these reviews to date. Relative to prior batches, this batch is the largest in terms of number of requests and total amount; many applications have also required significant follow up with districts, which is still in progress.

KSDE has also reviewed an additional 5 applications that were submitted **after** May 21st to be included in this batch as well – bringing the total number of applications to be reviewed at this week’s Task Force meeting to 42; which brings the total number of applications for the State Board to 76.

The 42 applications being presented this week represent 103K students and include 1,013 individual line items, all of which have been recommended as eligible by KSDE. The total value of eligible requests is \$48M, which is 100% of what was requested and 82% of the total non-SPED allocations for the 42 districts in question. Similar to the previous ESSER II application batches, the batch of applications being presented this week does **not** include any requests deemed ineligible by KSDE. KSDE will continue to provide visibility to the Task Force at each meeting regarding any requests deemed ineligible as well as requests that were removed by districts prior to being deemed ineligible.

Once a district’s application has been approved by the Kansas State Board of Education, it will be able to begin drawing down its ESSER II funds as needed on a monthly basis through the same process being used for ESSER I funds. Any application that has not yet been fully reviewed will be deferred to future batches, which will be reviewed in future Task Force meetings in preparation for the July State Board meeting.

ESSER II Change Requests:

In recent meetings, we have outlined the process for non-public schools to submit requests to modify their EANS I plans over time. In this Friday’s meeting we will discuss a parallel process for districts to submit requests to modify their ESSER II plans. Additionally, over the past few weeks we have already received a small number of requests from districts whose ESSER II plans have already been approved to modify those plans. Although we have not yet finalized the official process, we will review ESSER II change requests from 4 districts during this week’s Task Force meeting, encompassing 16 individual changes for a total value of \$1.2M. We will then share the proposed process for change requests moving forward.

Items Included in this Packet:

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

- Summary of all new applications and requests included in this pre-read
- PDF of 42 reviewed applications, including a compiled list of all requests with KSDE eligibility recommendation by application
- Summary of all change requests included in this pre-read
- PDF of 4 reviewed change requests, 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 no later than Thursday at 4pm 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, May 21st

CALL TO ORDER

(00:12:04)

Chairman Porter called the weekly meeting of the Commissioner's Task Force to order at 3:00p.m. on Friday, May 21st.

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

APPROVAL OF AGENDA

MOTION

Adam Thomas made a motion to approve the agenda for the May 21st meeting, and Nick Compagnone had seconded it. Motion carried (19-0).

(00:12:25)

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	Mike Argabright
Simeon Russell	Janet Eaton
Lisa Peters	Adam Proffitt
Alicia Thompson	Roberta Lewis
Nick Compagnone	Jamie Rumford
Brad Bergsma	

APPROVAL OF MAY 7th MINUTES

MOTION

Bert Lewis made a motion to approve of the May 7th minutes, and Mike Argabright had seconded it. Motion carried (19-0).

(00:12:56)

EANS I: Status Update and Overview of Change Request Process – Tate Toedman

(00:13:32)

Tate mentioned that the Kansas State Board of Education approved the Task Force recommendations of the EANS I reconsideration requests on Tuesday, May 11th, 2021. The KSDE review team has communicated these decisions to the schools, and service centers following the Board's decision. Also, KSDE is in the process of developing a process for schools to submit change requests if they need to make minor adjustments to their approved EANS I expenditures.

He stated that any EANS I funds not accounted for in the initial process will be included in the EANS II application process in August/September.

Tate discussed that several guiding principles shape the EANS change request process; all guiding principles for EANS I eligibility should apply equally to change request evaluation, balance flexibility, consistent with the intent of the original approved requests.

Tate then mentioned that if private schools have found that they would like to submit a new request, they cannot submit it during the EANS I change request process. If a private school would like to have a new request considered, they will need to submit the specific request during EANS II (if they qualify for EANS II funding). The change request process in place is designed for minor adjustments of previously approved requests (such as dollar amount; or quantity of item). Change requests will be submitted by schools to the KSDE Review team via email, and there will be four categories that will need to be filled out.

Also included in his presentation were a few details about the EANS II process, which included the following (dates are tentative):

- The EANS II application process will begin on August 13th, 2021 and will close on August 27th. This timeline will be very close similar to the EANS I application process.
- Pre-work information will be available to private schools to lower the amount of time used close to the due date of the application; private schools will be able to fill out their school's spreadsheet, and the application will look very similar as the EANS I application.

Private schools may see a few minor changes to the EANS application, as the KSDE review team is hoping that it will become more user friendly.

ESSER II: Application Status Update – Doug Boline

(00:32:40)

Doug Boline mentioned that there have been 126 ESSER II applications submitted out of 286 (44%) 68+ additional ESSER II plans currently in progress (as of May 20th, at 5:00 p.m. CST).

- 34 applications (representing 57K students; totaling to \$25.7 million) will be reviewed by the Task Force today, and they will be included (if there are no changes) in the slate for next week to be voted on for recommendation to the Kansas State Board of Education during their June Board meeting (estimating 71 applications).

- 21 applications that have been received for this week's batch have applied for 95% or more of their ESSER II allocation. Although the majority of school districts are applying for their entire allocation, there are some that are not.
- 18% of total ESSER II allocation (\$60.2 million) has been reviewed to date.

ESSER II: Summary & Discussion of Requests Deemed Eligible by KSDE – Doug Boline

(00:36:52)

Doug then mentioned that the average eligible expenditure per district is \$757K (range is from \$37K to \$10,564K), and over the total length of plan, the eligible planned expenditures per student is \$454 (range is from \$34 to \$1,388).

Note - These numbers reflect the 34 completed reviews included in the pre-read material for the May 21st Task Force meeting. Not all school districts are not using their entire allocation.

ESSER II: Discussion of Requests Deemed Ineligible by KSDE - Doug Boline

(00:38:40)

Doug Boline restated that the KSDE review team would like to avoid bringing the Task Force any ineligible requests, but sometimes school districts are persistent about bringing certain requests to the Task Force for discussion; and this is when they will be given to the Task Force. For example, USD 430 South Brown County has requested full-time certified salaries totaling to \$369, and the relation related to the pandemic was shown as “reimburse to cover the costs for live streaming activities.” The KSDE rationale for not approving this request is that streaming extracurricular events is not an ESSER II allowable use.

Another section that the KSDE review team is receiving push back on is the additional pay for staff. There are two requirements in which the district must meet before additional pay would be approved as an eligible expenditure for the ESSER II funds, and the request must consist of the following (guidance as of Friday, May 21st, 2021):

1. The additional pay must be for activities that are above and beyond each individual's contractual job responsibilities, which in the case of ESSER must be directly related to COVID-19.

AND

2. The additional pay must be committed prior to the additional duties being performed and may not be committed to retroactively to pay for duties previously performed.

Doug then stated that “Workforce **bonuses** other than hazard pay or overtime” are cited by the United States Treasury as an example of “costs that would not be eligible expenditures of payments from the Fund”.

Also, additional pay **must be** committed prior to the additional duties being performed.

ESSER I: Emerging Themes from Initial Quarterly ESSER Reports (as of March 31st) – Doug Boline

(00:59:39)

Doug started this section by mentioning that the the first year of the pandemic, Kansas public and private school districts had to manage the crisis of protecting student learning across changing learning environments. According to the quarterly surveys given to school districts, the vast majority of districts changed learning environments at least twice from in-person to remote (in Spring 2020) and from fully remote to partially remote/hybrid or in-person (in Fall 2020).

The quarterly reports have also shown that districts focused CRF and ESSER I funding on the immediate need to ensure continued learning. Reported CRF and ESSER I expenditures as of March 31st, 2021, totaled \$140 million and were largely focused on educational technology (37%), supplies to sanitize and clean (24%), and general operations (21%).

Please note that this data is preliminary. All data is self-reported by districts; major discrepancies have been resolved by KSDE.

Doug mentioned that all 286 school districts throughout the State of Kansas transitioned to remote learning from March 2020 through the end of the 2019-20 school year. Doug also stated that 242 (85%) of school districts throughout the state returned back to in-person learning in August 2020; although the majority of school districts returned to in-person, it does not represent that the majority of students returned back to in-person learning. The 16 largest school districts were still in a remote learning model in December of 2020.

(01:03:12)

Next Steps and Plan for Upcoming Task Force Meetings – Doug Boline

(01:19:16)

Doug then discussed the next few steps for the Task Force which included the following:

- Pre-Read of reviewed applications for Task Force will be provided on Wednesday, June 2nd.
- No Task Force meeting will occur on Friday, May 28th, 2021.
- During the next Task Force meeting on June 4th, the Task Force will be focused on reviewing and voting on second slate of ESSER II applications in advance of the Kansas State Board of Education meeting.

Brenda Dietrich recommended to the Task Force that a tentative schedule be created with summer approaching, as having Task Force meetings currently scheduled for Friday afternoons, we may see more calendar conflicts with Task Force members.

ADJOURNMENT - Chairman Porter adjourned the meeting at 4:17 p.m. The next meeting will occur on Friday, June 4th at 3:00 p.m.

(01:29:36)



Commissioner's K-12 Relief Funds Task Force


Task Force Meeting
 June 4, 2021

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Agenda for 6/4 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	ESSER II: Application status update
3:15 to 3:25pm	ESSER II: Summary & discussion of requests deemed eligible by KSDE
3:25 to 3:40pm	ESSER II: Discussion of change requests deemed eligible by KSDE
3:40 to 3:45pm	ESSER II: Vote to recommend slate to State Board
3:45 to 3:55pm	ESSER II: Introduction of change request process moving forward
3:55 to 4:00pm	Next steps and schedule for future Task Force meetings



ESSER II: Application status update



ESSER II status update

155 out of 286 (54%) ESSER II plans submitted; 60+ ESSER II plans currently in progress as of June 3, 6pm CT

42 ESSER II plans included in this week's batch, totaling 76 ESSER II plans to be included in slate for final approval at 6/8 State Board meeting

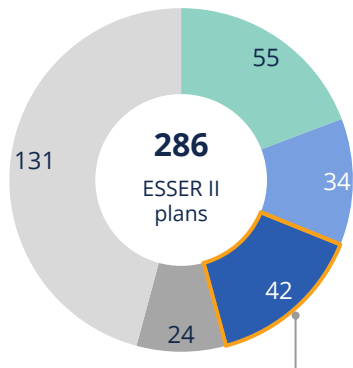
- 42 applications from districts representing 103k students; includes 1,013 individual budgeted expenditures all recommended as eligible by KSDE, totaling a value of \$48M
 - Today's batch includes 37 applications submitted by 5/21; remaining submissions by 5/21 required follow-up and KSDE is continuing to work with the districts to gather the necessary information
 - Today's batch also includes an additional 5 plans that were submitted shortly after 5/21 and were able to be reviewed in time
- 76 ESSER II plans (42 from today's batch + 34 from batch at previous Task Force meeting) will be voted on during today's meeting and will be recommended to the State Board for approval on 6/8

4 districts submitted change requests that will be discussed during today's Task Force meeting



ESSER II Update | 42 plans being reviewed in 6/4 Task Force meeting

Data as of: June 3, 6pm CT



Does not include change requests from an additional 4 districts for review during 6/4 Task Force meeting

States of plans previously approved by State Board

55 plans

\$34.5M

Batch of plans reviewed by Task Force but not yet approved by State Board

34 plans

\$25.7M

Batch of plans being reviewed today

42 plans

\$48.0M

Current slate: 76 plans; \$73.7M

Submitted plans that will be reviewed in future batches

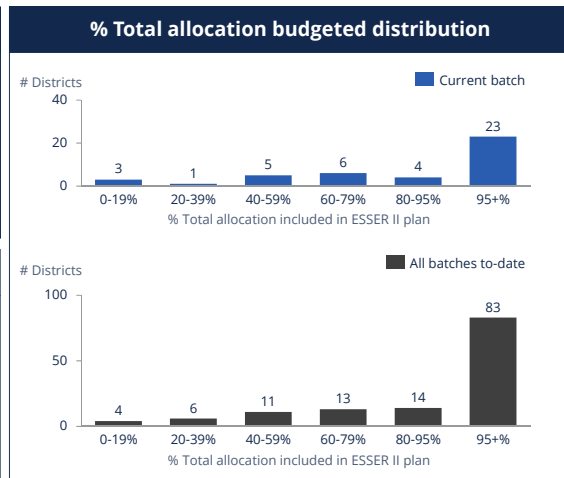
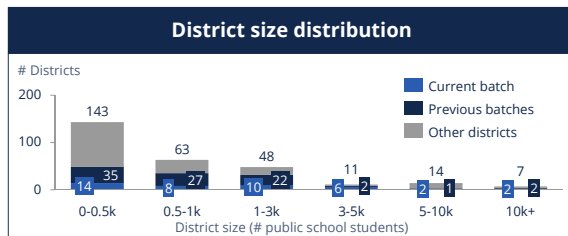
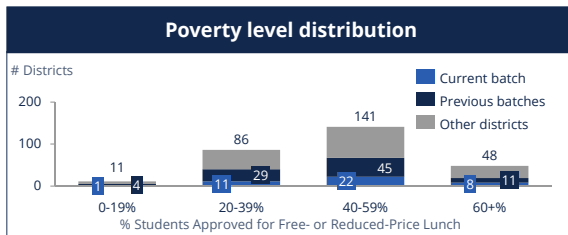
24 plans

Plans that have not yet been submitted

131 plans

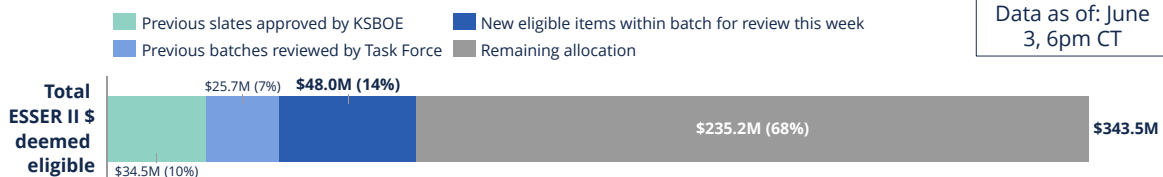
Program summary | Profile of this week's batch of ESSER II districts

Data as of: June 3, 6pm CT



Note: Data does not reflect change requests

Cumulative ESSER II program summary | 32% of total ESSER II allocation (\$108M) has been reviewed to date



Total cumulative value of eligible planned expenditures, including this week's eligible items



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

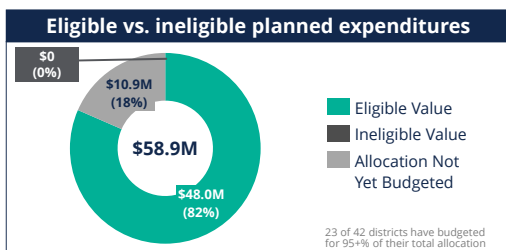
Procedure | Today's meeting will drive towards a vote on a full slate of reviewed plans and change requests to send to State Board

- KSDE staff will present a **summary of expenditures deemed eligible** by KSDE reviewers
- KSDE staff will present a **summary of change 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 a recommendation, the **change would be subject to a majority vote** of the Task Force
- At the end of today's meeting, **the Task Force will vote on final slate of expenditures** (including any approved changes and the 5/21 batch) to recommend to State Board for final approval at its meeting on 6/8

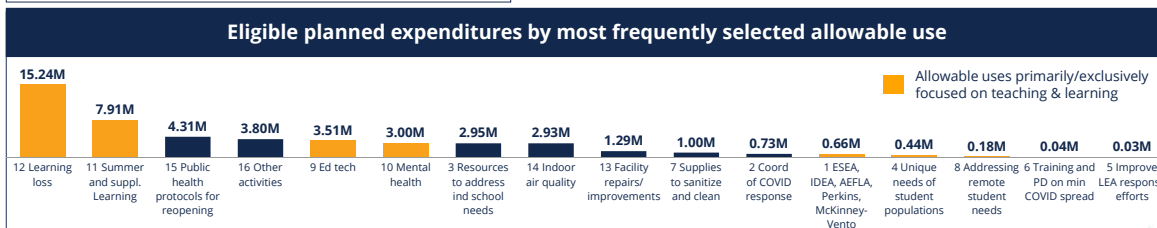
ESSER II: Summary & discussion of requests deemed eligible by KSDE

Summary of today's batch | 100% of planned expenditure value in current batch recommended as eligible

Data as of:
June 3, 6pm CT



Average eligible expenditures per district	Eligible planned expenditures per student <i>Over total length of plan</i>
\$1.14M	\$467
Range: \$0.03M - \$8.53M	Range: \$42 - \$1,090



Note: Data reflects the 42 completed reviews included in the pre-read for the 6/4 Task Force meeting; Allowable use categorization is displayed based on district reporting; Data does not reflect change requests



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



ESSER II: Discussion of change requests deemed eligible by KSDE

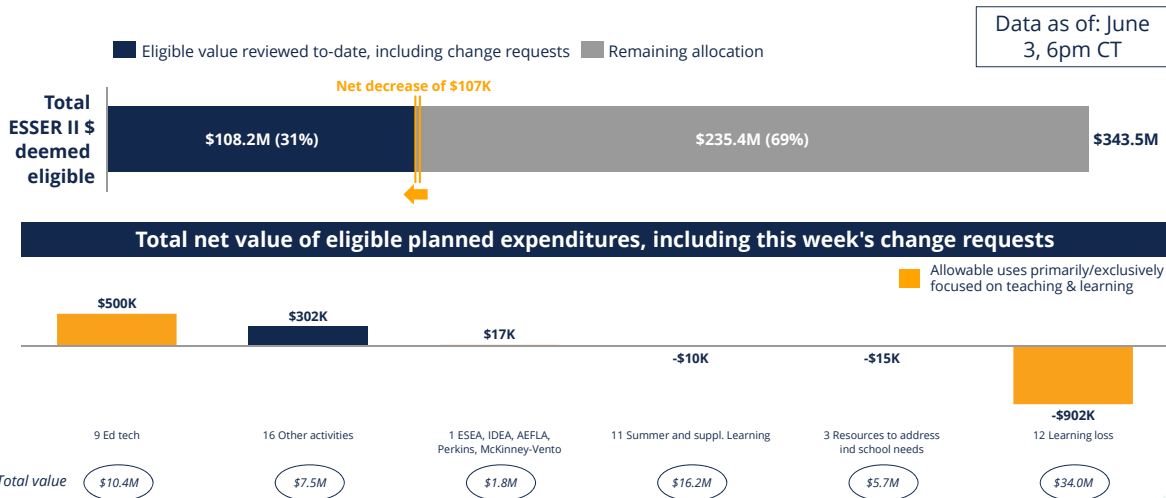


Change request summary | Change requests from 4 districts result in a net decrease of \$107K

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Net Change in Requests	Summary of Changes
290	Ottawa	\$1,570K	\$1,568K	\$1,468K	(\$100K)	Repurposed funds from additional pay to use for PD, personnel, and ed tech
343	Perry-Lecompton	\$325K	\$241K	\$304K	\$62K	Two additional personnel to continue coordination efforts
396	Douglass	\$255K	\$252K	\$182K	(\$70K)	Reduced cost of salaries to include two additional paraprofessionals
405	Lyons	\$758K	\$758K	\$758K	\$0	Reduced cost of salaries to include an additional paraprofessional
Total		\$2,908K	\$2,819K	\$2,712K	(\$107K)	



Change request summary | Net decrease of \$107K; biggest shift from learning loss to ed tech & other





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



ESSER II: Vote to recommend application slate to State Board



Vote to recommend the final slate of requests (including any changes previously approved by the Task Force) to State Board

Scope: 76 ESSER II applications (includes 34 reviewed last week) + 4 ESSER II change requests



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ESSER II: Introduction of change request process moving forward

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Several guiding principles shape the ESSER change request approach

- **All guiding principles for ESSER II eligibility should apply** equally to change request evaluation (i.e. eligible requests must comply with ESSER II allowable uses and federal guidelines)
- Change request approach should balance **flexibility** given changing needs with a **commitment to honoring the decisions** made during the initial round
 - **Minor adjustments** to cost/quantity for expenditures that are **consistent with the intent** of the original approved requests should typically **not require additional approval beyond KSDE**
 - **New requests** should require the **same level of approval from Task Force and KSBOE** as previously approved ESSER II requests
 - **New requests that substantially change the overall intent** of the district plan should **require a new narrative** submission detailing the new intent of the ESSER II Plan

Degree and magnitude of changes requested influence submission and approval process

Scenario	Example	Change request approach	Proposed degree of evaluation / approval
No material change to requests ¹	Change in cost/quantity for a previously approved expenditure	<i>Request for an increased number of masks, which were approved in previous ESSER II plan</i>	Submit email template to KSDE , similar to EANS I change request processes
Material change to requests and/or new requests ¹	New request(s) that: <ul style="list-style-type: none"> • Total <\$100K and <20% of the district's ESSER II allocation² • Align with a narrative submitted in the past 12 months 	<i>New request for 10 manipulative sets that were not previously requested</i>	Submit an ESSER II excel, containing only new requests, via email to KSDE
	New request(s) that: <ul style="list-style-type: none"> • Total >\$100K or >20% of the district's ESSER II allocation² (OR) • Represent a substantial change from a narrative submitted in the past 12 months 	<i>A series of new requests for: 100 laptops, 4 certified teachers, 2 paraprofessionals, 2 custodians, instructional material for summer school</i>	Submit a new ESSER II application and narrative, containing only new requests, through CommonApp

1. KSDE may, at its discretion, require a more or less rigorous process (e.g., Task Force approval, excel submission, new application & narrative) for any change request
 2. Percentage of ESSER II allocation will initially be calculated based on the total value of change requests submitted per month, but may be adjusted at KSDE's discretion

No material change | Districts will submit change requests to KSDE using a simple email template

Instructions: Please fill out the specified information below to indicate the district information and contact information. Upon completion of this form, please email this file to ESSER@KSDE.org with the subject "[USD #] Kansas ESSER II Change Request" (e.g., [123] Kansas ESSER II Change Request).

District number	District name	Primary contact name	Primary contact email	Primary contact phone number

Instructions: Please fill out the specified information below in relation to the requested change(s), dedicating one row per change request. This ESSER II change request template is intended for minor adjustments to previously approved products and services to better address a current COVID need. This ESSER II change request template is not intended for new requests that have not been previously approved for the Kansas ESSER II program; such requests should be submitted in the form of a new [ESSER II excel](#).

Expenditure ID	Change requested and rationale for change requested	Original approved value (\$)	Requested total value (\$)	Other comments
<small>The expenditure ID can be found in the ESSER II Allocation document (link to approved expenditures) posted on the KSDE Federal Disaster and Pandemic Relief website</small>	<small>Please describe what specific change the district would like to request (e.g., increased salary, reduced quantity, etc.) and the rationale for the change</small>			<small>Please provide any additional information not captured in the previous columns</small>

No material change | Change request process involves varying levels of approval based on KSDE discretion



District submits change request(s), including additional information and/or rationale, to KSDE by sending an email with all relevant information to ESSER@KSDE.org



KSDE evaluates request and makes a determination on the request itself and whether the recommendation should be escalated to the Task Force for approval



Task Force votes on any escalated KSDE recommendations and sends slate of those recommendations to **State Board** for final decision at its next meeting
(As necessary)



KSDE provides the Task Force visibility into types of changes made by districts

Material change | Districts will submit new requests to KSDE via email or CommonApp, depending on the scenario



New request(s) totaling <\$100K and <20% of the district's ESSER II allocation and that align with narrative submitted within the past 12 months

Districts will submit new requests by **emailing a new ESSER II excel file, containing only the new requests,** to ESSER@KSDE.org



New request(s) totaling >\$100K or >20% of the district's ESSER II allocation or that do not align with a narrative submitted within the past 12 months

Districts will submit new requests by **completing a new ESSER II Application in CommonApp,** including a new narrative and a new ESSER II excel file **containing only the new requests**

Evaluation process requiring Task Force and KSBOE approval remains the same as all other ESSER II plans



Next steps and schedule for future Task Force meetings



Next Steps

- KSDE to incorporate any approved Task Force changes to eligibility determinations
- KSDE to finalize materials for State Board meeting on Tuesday
- State Board to give final approval to slate of recommendations
- KSDE to inform districts of request determinations
- **Next Task Force meeting scheduled for 7/9 with mid-month pre-read on 6/23 and additional pre-read on 7/7**



Task Force calendar: monthly meetings with extra mid-month "pre-read"; add'l EANS II meeting in Sept

June	July	August	September
			Thursday, 9/2 Task Force Meeting
Wednesday, 6/2 Task Force Meeting Pre-Read	Wednesday, 7/7 Task Force Meeting Pre-Read	Wednesday, 8/4 Task Force Meeting Pre-Read	Wednesday, 9/8 Task Force Meeting Pre-Read
Friday, 6/4 Task Force Meeting	Friday, 7/9 Task Force Meeting	Friday, 8/6 Task Force Meeting	Friday, 9/10 Task Force Meeting
Tuesday, 6/8 State Board Meeting	Tuesday, 7/13 State Board Meeting	Tuesday, 8/10 State Board Meeting	Tuesday, 9/14 State Board Meeting
Wednesday, 6/23 Mid-month Pre-Read	Wednesday, 7/21 Mid-month Pre-Read	Wednesday, 8/18 Mid-month Pre-Read	Wednesday, 9/22 Mid-month Pre-Read
		Tuesday, 8/31 Task Force Meeting Pre-Read	

Today



Thank You



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ESSER II 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	105	Rawlins County	344	51%	\$ 245,844	\$ 234,000	95%	\$ 234,000	100%	\$ 680
2	108	Washington Co. Schools	369	53%	\$ 259,823	\$ 166,020	64%	\$ 166,020	100%	\$ 450
3	109	Republic County	489	50%	\$ 321,806	\$ 321,707	100%	\$ 321,707	100%	\$ 658
4	202	Turner-Kansas City	3,865	71%	\$ 4,211,442	\$ 4,211,442	100%	\$ 4,211,442	100%	\$ 1,090
5	209	Moscow Public Schools	134	62%	\$ 88,010	\$ 62,301	71%	\$ 62,301	100%	\$ 465
6	214	Ulysses	1,567	64%	\$ 1,091,201	\$ 133,010	12%	\$ 133,010	100%	\$ 85
7	233	Olathe	28,828	25%	\$ 8,542,416	\$ 8,534,450	100%	\$ 8,534,450	100%	\$ 296
8	251	North Lyon County	346	42%	\$ 223,319	\$ 223,319	100%	\$ 223,319	100%	\$ 645
9	253	Emporia	4,260	58%	\$ 2,757,581	\$ 177,650	6%	\$ 177,650	100%	\$ 42
10	268	Cheney	777	26%	\$ 229,700	\$ 208,280	91%	\$ 208,280	100%	\$ 268
11	273	Beloit	782	42%	\$ 540,943	\$ 540,943	100%	\$ 540,943	100%	\$ 692
12	274	Oakley	452	42%	\$ 228,873	\$ 228,873	100%	\$ 228,873	100%	\$ 506
13	286	Chautauqua Co Community	360	64%	\$ 404,121	\$ 181,000	45%	\$ 181,000	100%	\$ 503
14	288	Central Heights	489	49%	\$ 343,315	\$ 231,828	68%	\$ 231,828	100%	\$ 474
15	294	Oberlin	366	50%	\$ 286,785	\$ 286,785	100%	\$ 286,785	100%	\$ 784
16	305	Salina	6,941	58%	\$ 6,079,698	\$ 6,079,698	100%	\$ 6,079,698	100%	\$ 876
17	306	Southeast Of Saline	649	21%	\$ 193,760	\$ 193,760	100%	\$ 193,760	100%	\$ 299
18	312	Haven Public Schools	769	40%	\$ 494,609	\$ 261,053	53%	\$ 261,053	100%	\$ 339
19	325	Phillipsburg	586	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	100%	\$ 543
20	333	Concordia	1,088	52%	\$ 692,476	\$ 692,476	100%	\$ 692,476	100%	\$ 636
21	353	Wellington	1,442	53%	\$ 1,180,206	\$ 571,280	48%	\$ 571,280	100%	\$ 396
22	368	Paola	1,775	33%	\$ 1,150,333	\$ 1,150,333	100%	\$ 1,150,333	100%	\$ 648
23	382	Pratt	1,255	47%	\$ 785,949	\$ 734,076	93%	\$ 734,076	100%	\$ 585
24	386	Madison-Virgil	229	46%	\$ 204,001	\$ 30,000	15%	\$ 30,000	100%	\$ 131
25	393	Solomon	365	55%	\$ 183,009	\$ 102,970	56%	\$ 102,970	100%	\$ 282
26	399	Paradise	104	63%	\$ 144,332	\$ 59,487	41%	\$ 59,487	100%	\$ 572
27	402	Augusta	2,084	37%	\$ 975,501	\$ 839,721	86%	\$ 839,721	100%	\$ 403
28	409	Atchison Public Schools	1,616	58%	\$ 1,612,474	\$ 1,170,988	73%	\$ 1,170,988	100%	\$ 725
29	416	Louisburg	1,701	19%	\$ 458,439	\$ 458,439	100%	\$ 458,439	100%	\$ 270
30	437	Auburn Washburn	5,998	30%	\$ 1,946,086	\$ 1,540,590	79%	\$ 1,540,590	100%	\$ 257
31	450	Shawnee Heights	3,665	36%	\$ 1,244,108	\$ 1,244,108	100%	\$ 1,244,108	100%	\$ 339
32	453	Leavenworth	3,612	50%	\$ 4,544,307	\$ 3,273,910	72%	\$ 3,273,910	100%	\$ 906
33	464	Tonganoxie	1,862	25%	\$ 627,330	\$ 616,701	98%	\$ 616,701	100%	\$ 331
34	480	Liberal	4,626	82%	\$ 4,638,494	\$ 1,385,047	30%	\$ 1,385,047	100%	\$ 299
35	483	Kismet-Plains	603	75%	\$ 589,038	\$ 589,038	100%	\$ 589,038	100%	\$ 977
36	489	Hays	3,222	38%	\$ 1,635,951	\$ 1,635,951	100%	\$ 1,635,951	100%	\$ 508
37	497	Lawrence	11,473	31%	\$ 6,039,481	\$ 6,039,481	100%	\$ 6,039,481	100%	\$ 526
38	498	Valley Heights	400	52%	\$ 285,058	\$ 285,058	100%	\$ 285,058	100%	\$ 713
39	499	Galena	791	60%	\$ 846,712	\$ 788,062	93%	\$ 788,062	100%	\$ 996
40	502	Lewis	108	62%	\$ 74,591	\$ 74,591	100%	\$ 74,591	100%	\$ 691
41	506	Labette County	1,467	59%	\$ 1,298,287	\$ 1,298,287	100%	\$ 1,298,287	100%	\$ 885
42	508	Baxter Springs	895	53%	\$ 868,582	\$ 847,902	98%	\$ 847,902	100%	\$ 947
Total			102,754	41%	\$ 58,885,907	\$ 48,022,531	82%	\$ 48,022,531	100%	\$ 467

Kansas CommonApp (2020)

1631-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



wgGXLmyw

USD 105 Rawlins County_ ESSER II Plan_0521

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 105 Rawlins County

Applicant / Mailing Address

205 North 4th Street, Suite 1
Atwood, Kansas
67730

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

Applicant / Email Address of Owner, CEO, or Executive Director | estoddard@usd105.org

Applicant / Phone Number | 7856263236

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

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

Applicant / Website Address (if applicable) | www.usd105.org

Applicant / Mission Statement (if applicable)

USD #105 MISSION STATEMENT
Unified School District #105 shares responsibility with students, staff and the community in providing

a positive learning environment, within the financial means of the district that will allow all students to gain lifelong learning skills necessary to become productive and responsible members of an everchanging society.

Application details

Full District Name	Rawlins County Public Schools
District Number	105
Mailing Address Street Address	205 North 4th Street, Suite 1, Atwood, KS
Mailing Address City	Atwood
Mailing Address Zip Code	67730
Authorized Representative of the District Name	Eric Stoddard
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	estoddard@usd105.org
Authorized Representative of the District Phone Number	+17856263236
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	wdreyer@usd105.org
Other District Representative 2 Email Address	egreen@usd105.org

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

USD 105 has had a difficult year related to COVID. Rawlins was the second to last county in Kansas to have a COVID case, but it hit our school district and community in September. As a result, we have seen an increased amount of students who are struggling with their mental health. The pandemic has impacted our students with evidence of lower reading scores for our students. As a result of remote learning, we have learned how the increased usage has tested the technological capabilities of our district, including our Smartboards and teacher computers. Also, as a result of the free lunches and breakfast, we have seen a reduction in the amount of students who qualified for at-risk funding as a result of fewer families filling out the lunch applications. We have also seen a reduction of our enrollment by 24 students.

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

the date of ESSER II application submission?

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

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

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

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

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

The district proposes to use its ESSER II direct district allocation to address incremental COVID-19 needs:

1. USD 105 has added an At-Risk teacher for the 2020-21 school year in our Elementary School to address learning loss in students. We will pay the remainder of her salary for fiscal 2021 and 2022 school years.
2. USD 105 will implement a new Social-Emotional Program called Second Step to address learning the Social-Emotional needs of our students.
3. USD 105 is implementing a new ELA program to address reading learning loss of our elementary students.
4. USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers.
5. USD 105 is implementing a summer learning program to address learning loss of our students.

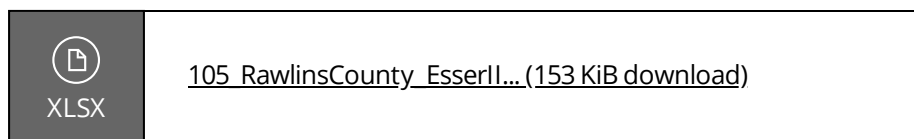
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 105 will determine the impact of the ESSER II direct district allocation expenditures by using our data from our learning assessments and the social-emotional surveys taken by our students and families.

Notes on ESSER II application Excel template:

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

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



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

| Eric Stoddard

Date

| 05/20/2021

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

USD	District Name	Data as of
105	Rawlins County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
105-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	1. USD 105 has added an At-Risk teacher for the 2020-21 school year in our Elementary School to address learning loss in students. We will pay the remainder of her salary for fiscal 2021 and 2022 school years.	\$ 79,000	\$ 25,000	\$ 54,000	\$ -	\$ -	7	
105-1-002-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	USD 105 will implement a new Social-Emotional Program called Second Step to address learning the Social-Emotional needs of our students. As a result of the pandemic, USD 105 has seen an increased number of students having mental health challenges. Our community has seen an increased number of suicides and our students are having an increased need for social-emotional support.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	

105-1-003-20210608	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	USD 105 is implementing a new ELA curriculum, Reach for Reading, to address reading learning loss of our elementary students. Through our assessments at the Elementary School, USD 105 has seen an increased number of students who are not a reading level, have decreased phonics skills, fluency, and comprehension. USD 105 will use the curriculum for whole classroom instruction, along with small group intervention for students not meeting learning expectations and ELL students.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	7	
105-1-004-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

105-1-005-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
105-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 105 is implementing a summer learning program to address learning loss of our students.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	7	Per applicant, For RCES, our summer program is going to be two sessions, two weeks in length for each session. The first session is June 1st-11th and the second is July 26th-August 6th. We are anticipating 40 students in our program, along with 5 staff members. These funds will be used to pay the staff members for their time, along with any materials needed for the summer program.

Kansas CommonApp (2020)

1623-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



PLRZZgnG

108_Washington County_ESSER II Plan_0518

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 108 Washington County Schools
Applicant / Mailing Address	101 W College St, Washington, KS 66968
Applicant / First and Last Name of Owner, CEO, or Executive Director	Denise O'Dea
Applicant / Email Address of Owner, CEO, or Executive Director	dodea@usd108.org
Applicant / Phone Number	7853252261

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

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

Applicant / Federal EIN (if applicable)	841706730
Fiscal Agent / Name (if applicable)	Amy Anderson
Fiscal Agent / Email (if applicable)	aanderson@usd108.org
Fiscal Agent / Mailing Address (if applicable)	101 W College St, Washington, KS 66968

Application details

Full District Name	Washington County Schools
District Number	108
Mailing Address Street Address	101 W College St
Mailing Address City	Washington
Mailing Address Zip Code	66968
Authorized Representative of the District Name	Denise O'Dea
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dodea@usd108.org
Authorized Representative of the District Phone Number	+17853252261
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	aanderson@usd108.org

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

Covid has impacted all learners in the district. On our winter Fastbridge assessments 55% of all students were categorized as either some at-risk or high at-risk in either reading or math, or both.

The 10% of our students classified as ELL were disproportionately impacted by an interruption in school services. Over 90% of these students are classified as some or high risk on Fastbridge reading and math assessments. In addition, about 75% of our ELL families lack internet connection in their homes, so remote learning can be a challenge. Research tells us these students need both summer remediation and enrichment programs.

Our at-risk student population is around 60%, depending on the situation putting them at-risk. These students also fell further behind over last March-May and the summer months of 2020. Over 55% of these students are classified as some or high risk on Fastbridge reading and math assessments. Research tells us these students need both summer remediation and enrichment programs.

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

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

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

Our remaining ESSER I Funds will be spent on salaries and instructional supplies for extended learning opportunities for students before, during, and after school currently underway. We will also continue to buy sanitizing materials and equipment to clean throughout the rest of this year and through the summer.

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

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

2020 Summer School - Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 40 out of 122 students in grades K-3. Data from FastBridge assessment was used to determine the neediest students – those who scored at or below the 50th percentile in reading and/or math. Two licensed teachers will work with students in small groups to improve these skills. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well. Our Accellus program is available to any 7-12 student who needs to take additional classes or retake classes.

2021-22 Elementary Counselor – This newly created full-time position will address the social/emotional needs of our students, which have been exacerbated by the pandemic. Approximately 53% of our elementary students are on free/reduced meals and 30% come from single-parent households.

2021-22 Elementary Student Support Teacher Aide – This full-time position will help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Using FastBridge and pre- and post-summer school data we anticipate 20 students will benefit from this position.

2021-22 Secondary At-Risk Instructor – Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more. This full-time instructor will develop both temporary and permanent learning goals and plans for these students.

2020 Standards Based Grading – This need was exposed during remote learning when discrepancies in our standards were realized. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.

2021-22 Greenbush Service Center Services – These consortium services will provide further professional development for staff and administrators: Allowable use #3 – Administrative Services; #8 – Ed Tech Academy and School Improvement Services; #10 – Crisis Prevention and Response.

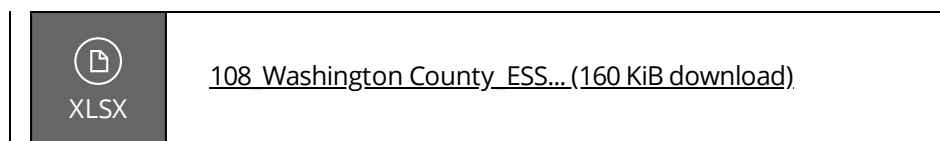
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine impact, we will analyze fall 21 FastBridge data to assess if our program reduced summer learning loss in reading and math. We will also survey students and parents who were served in summer school to determine their level of satisfaction. Lastly, we will ask teachers to keep learning logs on students to document their progress.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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 | Denise O'Dea

Date | 05/18/2021

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

USD	District Name	Data as of
108	Washington Co. Sch	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
108-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.	\$ 7,045	\$ -	\$ 7,045	\$ -	\$ -	22-230-1000-110	2021 Summer School -Teacher Salaries- Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 40 out of 122 students in grades K-3. Data from FastBridge assessment was used to determine the neediest students – those who scored at or below the 50th percentile in reading and/or math. Two licensed teachers will work with students in small groups to improve these skills. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well.
108-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - Employer's Social Security Contribution	\$ 437	\$ -	\$ 437	\$ -	\$ -	22-230-1000-220	2021 Summer School Teacher-Social Security
108-1-003-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills.- Employer's Medicare Contribution	\$ 102	\$ -	\$ 102	\$ -	\$ -	22-230-1000-221	2021 Summer School Teachers-Medicare Tax

108-1-004-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Teacher salary for 3-week summer school to improve reading & math skills. - State Unemployment Contribution	\$ 7	\$ -	\$ 7	\$ -	\$ -	22-230-1000-250	2021 Summer School Teachers-Unemployment
108-1-005-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students	\$ 932	\$ -	\$ 932	\$ -	\$ -	22-230-2200-120	Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 10 ELL students in grades K-6. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well since 10% of our students classified as ELL were disproportionately impacted by the COVID related interruption in school services. 1 teacher, currently working on certification- Phone call 5/26/2021
108-1-006-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Social Security Contribution	\$ 58	\$ -	\$ 58	\$ -	\$ -	22-230-2200-220	2021 Summer School ELL teacher social security
108-1-007-20210608	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - Employer's Medicare Contribution	\$ 14	\$ -	\$ 14	\$ -	\$ -	22-230-2200-221	2021 Summer School ELL teacher medicare

108-1-008-20210608	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	ELL teacher salary for 3-week summer school to improve reading & math skills for ELL students - State Unemployment Contribution	\$ 1	\$ -	\$ 1	\$ -	\$ -	22-230-2200-250	2021 Summer School ELL teacher unemployment
108-1-009-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time.	\$ 41,411	\$ -	\$ 41,411	\$ -	\$ -	22-230-2200-120	Salary- One full time para will help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Using FastBridge and pre- and post-summer school data we anticipate 20 students will benefit from this position.
108-1-010-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time. Employer's Social Security Contribution	\$ 2,567	\$ -	\$ 2,567	\$ -	\$ -	22-230-2200-220	One full time student support para social security
108-1-011-20210608	Eligible	Direct Allocation	Support Services - Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time. Employer's Medicare Contribution	\$ 600	\$ -	\$ 600	\$ -	\$ -	22-230-2200-221	One full time student support para medicare
108-1-012-20210608	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Student Support Services salary to help students who are falling behind or at-risk due to lost school time. State Unemployment Contribuiton	\$ 41	\$ -	\$ 41	\$ -	\$ -	22-230-2200-250	One full time student support para unemployment

108-1-013-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic.	\$ 43,200	\$ -	\$ 43,200	\$ -	\$ -	22-230-1000-110	Salary- One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19
108-1-014-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. Employer's Social Security Contribution	\$ 2,678	\$ -	\$ 2,678	\$ -	\$ -	22-230-1000-220	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19 Social Security
108-1-015-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. - Employer's Medicare Contribution	\$ 626	\$ -	\$ 626	\$ -	\$ -	22-230-1000-221	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19 medicare
108-1-016-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. - State Unemployment Contribution	\$ 43	\$ -	\$ 43	\$ -	\$ -	22-230-1000-250	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID 19 Unemployment
108-1-017-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	Elementary counselor salary to address social/emotional needs of students, which have been exacerbated by the pandemic. - Employee Insurance Benefits	\$ 9,011	\$ -	\$ 9,011	\$ -	\$ -	22-230-1000-210	One full time Elementary Counselor to address social/emotional needs exacerbated by COVID health insurance
108-1-018-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes.	\$ 25,668	\$ -	\$ 25,668	\$ -	\$ -	22-210-1000-110	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher salary

108-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Social Security Contributions	\$ 1,591	\$ -	\$ 1,591	\$ -	\$ -	22-210-1000-220	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher social security
108-1-020-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Medicare Contributions	\$ 372	\$ -	\$ 372	\$ -	\$ -	22-210-1000-221	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher medicare
108-1-021-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher to develop learning goals and plans for students who are failing one or more classes. State Unemployment Contributions	\$ 26	\$ -	\$ 26	\$ -	\$ -	22-210-1000-250	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes.
108-1-022-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employee Insurance Benefits	\$ 9,011	\$ -	\$ 9,011	\$ -	\$ -	22-210-1000-210	One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher unemployment

108-1-023-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.	\$ 8,792	\$ 8,792	\$ -	\$ -	\$ -	22-230-1000-110	10 K-6 Teachers Salary- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.
108-1-024-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Social Security Contributions	\$ 545	\$ 545	\$ -	\$ -	\$ -	22-230-1000-220	10 K-6 Teachers Social Security- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.
108-1-025-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - Employer Medicare Contributions	\$ 127	\$ 127	\$ -	\$ -	\$ -	22-230-1000-221	10 K-6 Teachers Medicare- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.
108-1-026-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction. - State Unemployment Contributions	\$ 9	\$ 9	\$ -	\$ -	\$ -	22-230-1000-250	0 K-6 Teachers Unemployment- Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.

108-1-027-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EdTech Academy consortium fees to further staff development. EdTech Academy provides on-demand professional development that is personally aligned to each staff member to directly affect EACH student. If a student has fallen behind in a particular area due to time away from the classroom because of the COVID pandemic, a teacher is able to access the wide variety of topics and discover some personal help for the student.	\$ 318	\$ -	\$ 318	\$ -	\$ -	22-210-1000-300	Secondary Staff Professional Development
108-1-028-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	EdTech Academy consortium fees to further staff development. EdTech Academy provides on-demand professional development that is personally aligned to each staff member to directly affect EACH student. If a student has fallen behind in a particular area due to time away from the classroom because of the COVID pandemic, a teacher is able to access the wide variety of topics and discover some personal help for the student.	\$ 282	\$ -	\$ 282	\$ -	\$ -	22-230-1000-300	Elementary School Staff PD

108-1-029-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	School Improvement Services consortium fees to further staff development. School Improvement Services provides a wide variety of services that can be used to directly support students who have fallen behind due to the pandemic. It supports teachers with standards based grading practices so all students-regardless of time away from the classroom- are getting the same education benefits and are being assessed on the same standards.	\$ 3,104	\$ -	\$ 3,104	\$ -	\$ -	22-210-1000-300	Elementary School Staff PD
108-1-030-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	School Improvement Services consortium fees to further staff development. School Improvement Services provides a wide variety of services that can be used to directly support students who have fallen behind due to the pandemic. It supports teachers with standards based grading practices so all students-regardless of time away from the classroom- are getting the same education benefits and are being assessed on the same standards.	\$ 3,951	\$ -	\$ 3,951	\$ -	\$ -	22-230-1000-300	Secondary Staff Professional Development

108-1-031-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services consortium fees to further staff development. Provides support of the superintendent and building principals with weekly meetings that address COVID related concerns and helping ALL students succeed during this trying time.	\$ 594	\$ -	\$ 594	\$ -	\$ -	22-210-1000-300	Elementary School -Supporting administration with the COVID mitigation process
108-1-032-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrative Services consortium fees to further staff development. Provides support of the superintendent and building principals with weekly meetings that address COVID related concerns and helping ALL students succeed during this trying time.	\$ 756	\$ -	\$ 756	\$ -	\$ -	22-230-1000-300	Secondary School- Supporting administration with the COVID mitigation process
108-1-033-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Crisi Prevention & Response Services consortium fees to further staff development. This will provide support to our district as we rewrite our current Crisis Plan to NOW address pandemic concerns and ways to keep our students safe during this period of time and beyond. It will also provide support for our students' and staff's social emotional issues that have arisen due to isolation issues the pandemic has caused.	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	22-210-1000-300	District Wide Training for all staff

Kansas CommonApp (2020)

1269-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



erpKQIOv

109_Republic County_ESSER II Plan_0429

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Republic County USD 109

Applicant / Mailing Address

1205 19th Street
Belleville, KS 66935

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

Applicant / Email Address of Owner, CEO, or Executive Director | llyder@usd109.org

Applicant / Phone Number | 785-527-5621

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

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

Applicant / Federal EIN (if applicable) | 37-1523428

Applicant / Website Address (if applicable) | www.usd109.org

Fiscal Agent / Name (if applicable) | Darice Wilkinson

Fiscal Agent / Email (if applicable) | dwilkinson@usd109.org

Application details

Full District Name		Republic County
District Number		109
Mailing Address Street Address		1205 19th
Mailing Address City		Belleville
Mailing Address Zip Code		66935
Authorized Representative of the District Name		Larry Lyder
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		llyder@usd109.org
Authorized Representative of the District Phone Number		+17855275261
Would you like to additional district representatives to the application?		No

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

The impacts of COVID-19 on our students range vastly from student to student as well in the nature of the impact from social-emotional to academic learning loss. Republic County does not have a diverse student population other than social-economic variants. The stress that we see in some families due to the results of the COVID-19 pandemic carries over to the students when they enter our buildings everyday. Additionally, we are seeing a huge need for early childhood care and programming in our community. Many daycares closed over the previous year due to kids not attending either from parents not working or isolation of students. We know that we need to provide some interventions and additional instructional support at the elementary level due to both the academic learning loss and social-emotional needs. At our junior/senior high the need is also present to address both areas of need. Without a school nurse, the district struggled through the year with facilitating the illness and monitoring students. Cost impacts on the district include the need for a nurse, additional staff to assist with small group instruction to close the academic loss, training for our building and teacher leaders on how lead through change, the expense of teachers outside their contract developing and redesigning curriculum and the need for a summer program to really address the needs of students in the areas of academic loss and social emotional.

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

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

To address the academic learning loss, social emotional needs, leadership challenges and monitoring health/illness situations, the district plans to utilize the ESSER II funds in the following ways:

1. Continue to pay for our new school nurse through the year 2021-2022 that we hired in April with ESSER 1 funds.
2. Pay for summer programming to address skills, enrichment and social emotional learning for students. This will include teacher/para salaries, transportation, supplies and other expenses.
3. Providing Adaptive Schools training to our teacher leaders and administrators to provide them with the tools and skills necessary to lead through the unprecedented changes.
4. Hire a student support specialist at our elementary to provide additional tiered support in academics and social-emotional learning to help close the academic learning loss gap.
5. Provide time and payment for outside of the teachers' contract to redesign high school math scope and sequence to provide the necessary levels of intervention and curriculum placement to address the learning gaps in high school math.
6. Provide time and payment for outside of the teachers' contract to redesign junior and senior high school seminar time and curriculum to provide the necessary levels of intervention and curriculum to address the social emotional learning needs of the students and provide additional academic support.
7. Hire an additional 1st grade teacher due to larger than normal incoming class (51 students) to help provide for social distancing in COVID-19 safety protocols, as well as, maintain a lower teacher-student ratio to help with instruction of struggling students.

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

The district staff will continue to monitor our local assessments, Fastbridge, state assessments, ACT/Aspire and other assessments. Absentees and discipline referrals will be looked at along with counselor notes for the social emotional impact.

Notes on ESSER II application Excel template:

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

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



XLSX

[109_RepublicCounty_ESSER... \(159 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

prevent, prepare for, and respond to coronavirus.

- Providing principals and 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 | Larry L Lyder

Date | 04/29/2021

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

USD	District Name	Data as of
109	Republic County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
109-1-001-20210608	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Republic County USD 109 has not had a School Nurse previously. We have hired one starting in April using ESSER 1 funds and plan to continue the position into the future. The nurse will assist the strategic planning and implementing of COVID prevention in our school facilities while helping to monitor and direct safety protocols, wellness and health of students and staff in our district.	\$ 47,500	\$ -	\$ 47,500	\$ -	\$ -	92.2130.110.000	
109-1-002-20210608	Eligible	Direct Allocation	Health Services	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Health Insurance for new school nurse	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.2130.210.000	
109-1-003-20210608	Eligible	Direct Allocation	Health Services	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social Security tax for a new school nurse	\$ 2,950	\$ -	\$ 2,950	\$ -	\$ -	92.2130.220.000	

109-1-004-20210608	Eligible	Direct Allocation	Health Services	Medicare - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Medicare tax for new school nurse	\$ 690	\$ -	\$ 690	\$ -	\$ -	92.2130.225.000	
109-1-005-20210608	Eligible	Direct Allocation	Health Services	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment tax for new school nurse	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.2130.250.000	

109-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The Elementary Support Specialist at East Elementary in Republic County USD 109 will start in the 2021-2022 school year. The individual will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for our elementary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.	\$ 47,500	\$ -	\$ 47,500	\$ -	\$ -	92.1000.110.300	
109-1-007-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health Insurance for New Elementary Support Specialist	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.1000.210.000	
109-1-008-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security Tax New Elementary Support Specialist	\$ 2,950	\$ -	\$ 2,950	\$ -	\$ -	92.1000.220.000	

109-1-009-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Medicare Tax for New Elementary Support Specialist	\$ 690	\$ -	\$ 690	\$ -	\$ -	92.1000.225.000	
109-1-010-20210608	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	1A. Any activity authorized by the Elementary and	Unemployment Tax New Elementary Support Specialist	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.1000.250.000	
109-1-011-20210608	Eligible	Direct Allocation	Instruction	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Adaptive Schools Collaborative Training- The professional development will be provided to our DLT(12 teachers) and administrators (4 administrators) for the Adaptive Schools Foundation Seminar and 1 Administrator to attend the Advance Seminar for Adaptive Schools. This training will provide staff with essential tools to help collaborate with stakeholders and lead the district through the continually changing times of COVID. Future Ready Schools workshop will also be attended by a couple of administrators. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.	\$ 4,850	\$ 1,100	\$ 3,750	\$ -	\$ -	92.1000.320.000	
109-1-012-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Teacher Stipend for Adaptive School Training for time outside of their contract time. 12 teachers for 4 days.	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	92.1000.110.000	

109-1-013-20210608	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	3. Providing principals and other school leaders with resources to address individual school needs	Supplies/Materials/Meals/Travel Expenses for Adaptive Schools Foundation and Advanced Training	\$ 3,250	\$ 750	\$ 2,500	\$ -	\$ -	92.1000.600.000	
109-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	As we have seen a drop in our high school students math skills since the pandemic began, two high school math teachers will work 10 days to redesign the scope and sequence for our high school math curriculum. Additionally, they will focus on our tiered classes of Algebra 1A and 1B to incorporate additional interventions for those students who show an academic loss/lag in their math skills. This is time outside their contract time working on curriculum and intervention development.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	92.1000.110.300	
109-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Jr/Sr High Teachers (15 total) will be collaborating this summer for 5 days to redesign the scope and sequence of our daily seminar period. The focus of seminar will be to include social emotional lessons and a support system for students academically. Restructuring seminar to utilize time for addressing learning loss and social emotional gaps caused by COVID.	\$ 18,750	\$ -	\$ 18,750	\$ -	\$ -	92.1000.1110.205	

109-1-016-20210608	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Supplies and Materials for Summer School (SLAM) at East Elementary. As our SLAM program is new this summer and still in planning and development stages, this is currently an estimate of our needs. Items will be anything from instructional classroom supplies including STEM, possible intervention curriculum, field trip admissions, etc. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic.	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	92.1000.600.000	Updated Cost for Summer School Supplies (email, 5/17/21)
109-1-017-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teacher Salaries-We will have two co-directors that will also serve as teachers during our East Elementary SLAM (Summer Learning and More). Additionally, we plan on approximately 100 students in attendance and 5 teachers beyond the 2 co-directors/teachers. East Elementary SLAM will run for four weeks for five days each week. Reading and Math skills will be addressed based on the end of the year Fastbridge data. Additionally, there will be STEM and Physical Education portions to the SLAM day. Each Friday, of the week will be a field trip to culminate the learning activities from the week into a real life learning experience.	\$ 48,800	\$ 12,200	\$ 36,600	\$ -	\$ -	92.1000.110.300	Updated Cost for Summer School (email 5/17/21)
109-1-018-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for Summer Teacher Salaries	\$ 3,130	\$ 750	\$ 2,380	\$ -	\$ -	92.1000.220.000	Updated Cost for Summer School (email 5/17/21)

109-1-019-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Summer Teacher Salaries	\$ 740	\$ 190	\$ 550	\$ -	\$ -	92.1000.250.000	Updated Cost for Summer School (email 5/17/21)
109-1-020-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Summer School Teacher Salaries	\$ 75	\$ 20	\$ 55	\$ -	\$ -	92.1000.222.000	Updated Cost for Summer School (email 5/17/21)
109-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Para Salaries-Four paras will join the instructional staff for the East Elementary SLAM program to help with individual student instruction and program operations. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic.	\$ 13,000	\$ 3,250	\$ 9,750	\$ -	\$ -	92.1000.120.000	Updated Cost for Summer School (email 5/17/21)
109-1-022-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Tax for Summer School Paras	\$ 810	\$ 205	\$ 605	\$ -	\$ -	92.1000.220.000	Updated Cost for Summer School (email 5/17/21)
109-1-023-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Summer School Paras	\$ 20	\$ 5	\$ 15	\$ -	\$ -	92.1000.250.000	Updated Cost for Summer School (email 5/17/21)

109-1-024-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Summer School Paras	\$ 200	\$ 50	\$ 150	\$ -	\$ -	92.1000.225.000	Updated Cost for Summer School (email 5/17/21)
109-1-025-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Tranportation Salaries for Summer School-For our elementary SLAM, we will provide transportation to those students who live in the outlying communities within our district that are unable to get to school. On the return back to the outlying communities, we plan to have the delivers deliver meals for students through the summer food program as well. Transportation salaries will also include the salaries bus drivers for the Friday field trips. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic.	\$ 3,500	\$ 875	\$ 2,625	\$ -	\$ -	92.2710.120.000	
109-1-026-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Tax for Transporation for Summer School	\$ 10	\$ 5	\$ 5	\$ -	\$ -	92.2710.250.000	
109-1-027-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security Tax for Transportation for Summer School	\$ 220	\$ 55	\$ 165	\$ -	\$ -	92.2710.220.000	

109-1-028-20210608	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare Tax for Transportation for Summer School	\$ 55	\$ 15	\$ 40	\$ -	\$ -	92.2710.225.000	
109-1-029-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Tranportation Expense (Fuel, Etc) for Summer School	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	92.2710.626.000	
109-1-030-20210608	Eligible	Direct Allocation	Office of the Principal Services	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Administrator Mentoring/Coaching- Administrators will continue their leadership/communication skill development from Adaptive Schools training through monthly team and individual mentoring sessions.. The time spent as a team and individually will focus on leading and facilitating through change and strategies to bring everyone together through dialgue and the decision making process to help eleviate the burdening stress on all stakeholdes that has come due to the pandemic. Leadership/coaching & alleviating stakeholder stress from pandemic transitions, as part of Adaptive Schools Collaborative Professional Development.	\$ 17,747	\$ 8,847	\$ 8,900	\$ -	\$ -	92.2410.320.000	Updated Cost for Summer School (email 5/17/21)

109-1-031-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security Tax for Teacher Stipends for Adaptive Schools	\$ 750	\$ 375	\$ 375	\$ -	\$ -	92.1000.220.000	
109-1-032-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Medicare Tax for Teacher Stipends for Adaptive Schools	\$ 200	\$ 100	\$ 100	\$ -	\$ -	92.1000.225.000	
109-1-033-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment Tax for Teacher Stipends for Adaptive Schools	\$ 20	\$ 10	\$ 10	\$ -	\$ -	92.1000.250.000	
109-1-034-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Summer Math and Seminar Stipends	\$ 1,475	\$ -	\$ 1,475	\$ -	\$ -	92.1000.220.000	
109-1-035-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Medicare Tax for Summer Math and Seminar Stipends	\$ 350	\$ -	\$ 350	\$ -	\$ -	92.1000.225.000	

109-1-036-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment fo Summer Mahand Seminar Stipens	\$ 25	\$ -	\$ 25	\$ -	\$ -	92.1000.250.000	
109-1-037-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The district plans to hire an additional 1st grade teacher to allow for additional social distancing per COVID-related safety due to a larger than normal class (51 students). This will be an increase from 2 to 3 classrooms. The additional teacher at this lower grade level will also provide the opportunity for a lower teacher to student ratio so that more one-on-one instruction can be provided to help the young students develop their foundational skills they are lacking due to the academic loss.	\$ 46,500	\$ -	\$ 46,500	\$ -	\$ -	92.1000.110.300	
109-1-038-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health Insurance for Additional 1st grade teacher.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	92.1000.210.000	
109-1-039-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security Tax for Additional 1st Grade Teacher	\$ 2,885	\$ -	\$ 2,885	\$ -	\$ -	92.1000.220.000	

109-1-040-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Medicare Tax for Additional 1st Grade Teacher	\$ 675	\$ -	\$ 675	\$ -	\$ -	92.1000.225.000	
109-1-041-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary	Unemployment Tax for Additional 1st Grade Teacher	\$ 50	\$ -	\$ 50	\$ -	\$ -	92.1000.250.000	
109-1-042-20210608	Eligible	Direct Allocation	Instruction	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Outdoor Tables and Seating--Due to COVID-19 is it necessary to provide for social distancing, especially when eating. These tables and seating will allow for outdoor seating to expand our the seating of our cafeteria allowing for more social distancing while eating. In addition to outdoor eating, which is better for ventilation with COVID-19, this will also allow for outdoor classroom space to help increase social distancing in response to COVID-19 and outdoor ventilation.	\$ 10,240	\$ -	\$ 10,240	\$ -	\$ -	92.1000.700.200	Updated Cost for Summer School (email 5/17/21)

Kansas CommonApp (2020)

1122-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NjrVaaeN

202_Turner-Kansas City_ESSER_II_0423

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Turner USD 202

Applicant / Mailing Address

| 800 S 55th St
| Kansas City, KS 66106

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

Applicant / Email Address of Owner, CEO, or Executive Director | woodburyk@turnerusd202.org

Applicant / Phone Number | 9132884185

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

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

Application details

Full District Name | Turner-Kansas City

District Number | 202

Mailing Address | Street Address | 800 S 55th St

Mailing Address | City | Kansas City

Mailing Address | Zip Code | 66106

Authorized Representative of the District | Name | Kristen Woodbury

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

Authorized Representative of the District | Email Address | woodburyk@turnerusd202.org

Authorized Representative of the District | Phone Number | +19132884185

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

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

When comparing our Winter 2020 MAP data to Winter 2021 MAP data, our mean student performance dropped an average of 3.3 RIT points in mathematics across grades 1-6. The most alarming drop was in first grade where there was a 6-point drop in the mean and in fourth grade where there was a 5-point drop in the mean. Our mean performance dropped an average of 1.9 RIT points in reading with the most significant decline was in first grade, 6 RIT points.

First semester, 272 (26.3%) Turner High School students had three or more Fs. In addition, 18.4% of remote only learners failed 6 or more classes first semester earning less than 1 credit towards graduation. Eighty-four (13.8%) Turner Middle School students failed both ELA and Math first semester. At Turner Middle School, 19.8% of remote only students failed six or more classes.

Ninety-one (91) TUSD students have more than 45 unexcused absences from school, one quarter of the school year. Four hundred and sixty-nine (469) TUSD students (12%) have between 20 and 45 unexcused absences from school.

Due to COVID-19, substitute teachers were financially incentivized to work in Turner and costs were high due to the number of staff absences and quarantines.

Funds were spent to purchase PPE for all staff, temperature kiosks in buildings, desk shields, air filtration, and signage across the district.

Technology needs became apparent while in a hybrid model which caused devices to be purchased, along with software to secure and manage the system.

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

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

We have not drawn down all of our ESSER I allocation but the funds have been allocated. There are funds allocated for salary and benefits for certified staff hired for 20-21 school year that will be completed by 6/30/21. There are also some private school purchases that have not been paid for yet.

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

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

Turner began the year with two learning models: "Blended,"; students attended in-person alternating days, and "Remote". The ESSER II funds are planned to intervene with students instructionally and socially with the intent to close educational gaps caused by COVID-19.

Turner is in the process of hiring additional instructional positions to intervene with identified students who have academic needs. These positions include content specialists in literacy and math at every elementary building. Secondary schools will receive "transition specialists" to support students who are at-risk due to instructional losses. Permanent substitutes will also be hired.

Additional planning time will be funded per employee for planning the transition to full in-person learning and create individualized student interventions based on COVID-19 educational gaps. This planning is occurring during fourth quarter of this school year and will occur to some extent during the upcoming year.

Turner will review our district curriculum and purchase a variety of instructional resources using ESSER II funds. Curricular resources for virtual learning with digital components will be recommended in the areas of intervention, music, health, reading, and math.

Increasing instructional time will occur through extended day tutoring and a comprehensive extended year program during the next two summers. Summer schools will occur at each level in our district as well as secondary credit recovery.

Socially/Emotionally, we plan to support students through trauma-sensitive resources and an updated SEL curriculum support from certified staff.

We recognize that COVID-19 challenges have been difficult for staff, and would like to use ESSER II funds for an "Employee Assistance Program".

Lastly, ESSER II funds will be used to improve air quality at schools as well as update instructional technology that proved lacking during Remote and Blended instruction. Specifically, new student devices will be purchased as well as content filtering, cyber security awareness, and antivirus software.

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

Student performance data including the NWEA MAP, BAS, and the KAP will show academic recovery. Assessments aligned to the curriculum and embedded digital intervention programs will be used to measure progress more frequently.

A measure of recovery for our secondary students will be credit acquisition. The specialist positions will assist students in maintaining passing scores in new courses impacted by inadequate foundational knowledge.

Student data evaluation requires additional collaborative planning. Team functioning, 5Essentials surveys and data for evaluation TUSD efforts. We will evaluate the assistance program with usage data and staff attendance data.

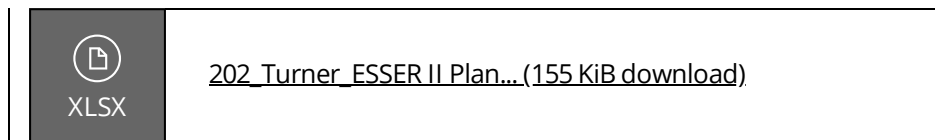
Student social emotional health will be measured by the SRSS data administered three times annually and our data from the SOS. Our attendance and discipline data will also be examined.

Technology infrastructure evaluation by regular audits of our content filtering and antivirus protection. Cyber security will be evaluated by regular tests of our system and our users.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Kristen Woodbury

Date | 05/20/2021

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

USD	District Name	Data as of
202	Turner-Kansas City	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
202-1-001-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	salary for certified staff attending professional development training on trauma and equity	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	67-1000-100-1919	
202-1-002-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	15. Developing strategies and implementing public health	salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher	\$ 1,064,000	\$ -	\$ 1,064,000	\$ -	\$ -	67-1000-100-1919	how many staff members; Applicant responded via email (5/26/21): 15 certified staff
202-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health	salary for instructional classified staff: paras and intervention	\$ 325,384	\$ -	\$ 325,384	\$ -	\$ -	67-1000-120-1919	how many staff members; Applicant responded via email: 9 instructional classified staff
202-1-004-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	salary for certified staff, summer school planning, refocus based on mapping, and program expansion	\$ 432,144	\$ -	\$ 432,144	\$ -	\$ -	67-1000-100-1919	how many staff members; Applicant responded via email: estimated 77 staff members

202-1-005-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	certified salaries for expanded tutoring to repair learning loss, credit recovery and focused classes for math and science	\$ 221,428	\$ -	\$ 221,428	\$ -	\$ -	67-1000-100-1919	How many staff members, expected student numbers, program duration/times; Applicant responded via email: The tutoring will create approximately 1,100 hours of tutoring and extra help. The number of staff can vary depending on how many hours a staff member wants to tutor; Additional response: The tutoring is outside the duty day, the plan is after school tutoring, both the certified and classified staff are paid extra duty pay.
202-1-006-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	classified staff for expanded tutoring throughout the year	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	67-1000-120-1919	
202-1-007-20210608	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	insurance benefits for instructional staff providing learning loss catch up	\$ 171,199	\$ -	\$ 171,199	\$ -	\$ -	67-1000-213-1919	
202-1-008-20210608	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	11A. Planning and implementing summer learning or enrichment programs	insurance benefits for instructional staff providing learning loss catch up	\$ 15,564	\$ -	\$ 15,564	\$ -	\$ -	67-1000-213-1919	

202-1-009-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	FICA for certified staff attending professional development training on trauma and equity	\$ 5,355	\$ -	\$ 5,355	\$ -	\$ -	67-1000-221-1919	
202-1-010-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health	salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher	\$ 106,288	\$ -	\$ 106,288	\$ -	\$ -	67-1000-221-1919	
202-1-011-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	FICA for certified staff, summer school planning, refocus based on mapping, and program expansion	\$ 9,621	\$ -	\$ 9,621	\$ -	\$ -	67-1000-221-1919	
202-1-012-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	FICA for certified staff for expanded tutoring to repair learning loss, credit recovery and focused classes for math and science	\$ 35,791	\$ -	\$ 35,791	\$ -	\$ -	67-1000-221-1919	
202-1-013-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	technology supplies and materials for instructional	\$ 140,521	\$ -	\$ 140,521	\$ -	\$ -	67-1000-619-1919	how it relates to COVID-19; Applicant responded via email: Laptop chargers, parts, misc cords and supply items throughout the year. Replacement items to keep the student devices operational.

202-1-014-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	instructional supplies: phonics, books, training guides	\$ 50,610	\$ -	\$ 50,610	\$ -	\$ -	67-1000-619-1919	
202-1-015-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	instructional software: second step/leader in me, math intervention software, class kick, lexia power up licenses, math intervention software	\$ 133,800	\$ -	\$ 133,800	\$ -	\$ -	67-1000-653-1919	
202-1-016-20210608	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	instructional devices for students, hardware and hardware with software included	\$ 650,000	\$ -	\$ 650,000	\$ -	\$ -	67-1000-736-1919	how it relates to COVID-19; Applicant responded via email: Estimated 650 MacBooks including software and service; Additional information: students used the devices for distance learning during COVID-19, used during remote learning and quarantine. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

202-1-017-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	salaries for professional development salaries, math and science	\$ 160,000	\$ -	\$ 160,000	\$ -	\$ -	67-2213-100-1919	how it relates to COVID-19; Applicant responded via email: 2 full time, 2 part time new staff focusing on Instructional staff training. Approximately 350 teachers will be receiving training
202-1-018-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Health and Accident Insurance	3. Providing principals and other school leaders with resources to address individual school needs	insurance benefits for pd staff providing training	\$ 15,564	\$ -	\$ 15,564	\$ -	\$ -	67-2213-213-1919	
202-1-019-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	FICA benefits for pd staff providing training	\$ 8,419	\$ -	\$ 8,419	\$ -	\$ -	67-2213-221-1919	
202-1-020-20210608	Eligible	Direct Allocation	Operation of Building	Other Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	improve air filtration: hvac upgrades, air filtration	\$ 625,754	\$ -	\$ 312,877	\$ 312,877	\$ -	67-2710-739-1919	Allowable if CDC guidelines are met.

Kansas CommonApp (2020)

1590-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

209_Moscow_ESSERIIPlan_0430



pPWYQMXK

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 209

Applicant / Mailing Address

| PO Box 158
| Moscow, KS 67952

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

Applicant / Email Address of Owner, CEO, or Executive Director | smoore@pld.com

Applicant / Phone Number | 620-598-2205

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

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

Application details

Full District Name | Moscow Public Schools

District Number | 209

Mailing Address | Street Address | PO Box 158

Mailing Address City		Moscow
Mailing Address Zip Code		67952
Authorized Representative of the District Name		Stuart Moore
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		smoore@pld.com
Authorized Representative of the District Phone Number		+16205982205
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		phittle@pld.com
Other District Representative 2 Email Address		cheryl.cook@usd209.org

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

The most significant impact of COVID-19 on our students has been learning loss. While our staff did an excellent job with our students last spring, remote learning is not nearly as productive or beneficial for student learning and achievement as on-site education. 29% of our student population is ESOL and 62% are disadvantaged socio-economically. These two factors further intensify the learning loss that has occurred. Our local math and reading data further substantiate the need for extra learning time. Our district is conducting summer school this year as part of our 21st Century Community Learning Center grant. However, more academic time is crucial for our students to close the learning gap caused by the pandemic.

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

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

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

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

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

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

Our district plans to add ten additional school days with students for the 2021-22 school year. Our board of education, administration, and teachers have already approved the calendar for next year with the additional ten days.

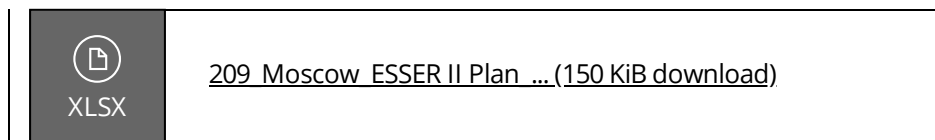
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize local Math and Reading assessments in addition to a comparison between our 2021 and 2022 state assessment results to determine the impact of the extra 10 school days.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Stuart Moore

Date | 05/24/2021

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

USD	District Name	Data as of
209	Moscow Public Scho	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
209-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 18,091	\$ -	\$ 18,091	\$ -	\$ -	07-200-1000-110-00	Per narrative, The most significant impact of COVID-19 on our students has been learning loss. 29% of our student population is ESOL and 62% are disadvantaged socio-economically. These two factors further intensify the learning loss that has occurred. Our local math and reading data further substantiate the need for extra learning time. Our district plans to add ten additional school days with students for the 2021-22 school year. Our board of education, administration, and teachers have already approved the calendar for next year with the additional ten days. Per applicant request, allowable use updated for all line-items.
209-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 22,479	\$ -	\$ 22,479	\$ -	\$ -	07-400-1000-110-00	
209-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,091	\$ -	\$ 3,091	\$ -	\$ -	07-200-1000-120-00	

209-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 893	\$ -	\$ 893	\$ -	\$ -	07-400-1000-120-00	
209-1-005-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1,620	\$ -	\$ 1,620	\$ -	\$ -	07-200-1000-220-00	
209-1-006-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1,788	\$ -	\$ 1,788	\$ -	\$ -	07-400-1000-220-00	
209-1-007-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 21	\$ -	\$ 21	\$ -	\$ -	07-200-1000-260-00	
209-1-008-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 23	\$ -	\$ 23	\$ -	\$ -	07-400-1000-260-00	
209-1-009-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,608	\$ -	\$ 3,608	\$ -	\$ -	07-400-2400-110-00	

209-1-010-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 348	\$ -	\$ 348	\$ -	\$ -	07-400-2400-220-00	
209-1-011-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 5	\$ -	\$ 5	\$ -	\$ -	07-400-2400-260-00	
209-1-012-20210608	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,367	\$ -	\$ 3,367	\$ -	\$ -	07-200-2900-120-00	Per applicant, the district operates a daycare onsite. When school is in session, it's open. Hence, we'll have to pay daycare personnel for the extra ten days of school.
209-1-013-20210608	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 258	\$ -	\$ 258	\$ -	\$ -	07-200-2900-220-00	
209-1-014-20210608	Eligible	Direct Allocation	Other Support Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3	\$ -	\$ 3	\$ -	\$ -	07-200-2900-260-00	
209-1-015-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 861	\$ -	\$ 861	\$ -	\$ -	07-200-2400-120-00	

209-1-016-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 939	\$ -	\$ 939	\$ -	\$ -	07-400-2400-120-00	
209-1-017-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 66	\$ -	\$ 66	\$ -	\$ -	07-200-2400-220-00	
209-1-018-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1	\$ -	\$ 1	\$ -	\$ -	07-200-2400-260-00	
209-1-019-20210608	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3,208	\$ -	\$ 3,208	\$ -	\$ -	07-000-3100-120-00	Per applicant, Head Cook and Assistants.
209-1-020-20210608	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 245	\$ -	\$ 245	\$ -	\$ -	07-000-3100-220-00	
209-1-021-20210608	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 3	\$ -	\$ 3	\$ -	\$ -	07-000-3100-260-00	

209-1-022-20210608	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1,284	\$ -	\$ 1,284	\$ -	\$ -	07-800-2700-120-00	Per applicant, bus drivers.
209-1-023-20210608	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 98	\$ -	\$ 98	\$ -	\$ -	07-800-2700-220-00	
209-1-024-20210608	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Extra instruction and learning time for students	\$ 1	\$ -	\$ 1	\$ -	\$ -	07-800-2700-260-00	

Kansas CommonApp (2020)

1621-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



RdEwrjaz

214_Ulysses_ESSER II Plan_0514

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD214

Applicant / Mailing Address

| 111 S Baughman
| Ulysses, KS 67880

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

Applicant / Email Address of Owner, CEO, or Executive Director | sfiggins@usd214.org

Applicant / Phone Number | 620-356-3655

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

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

Applicant / Federal EIN (if applicable) | 48-0699901

Applicant / Website Address (if applicable) | usd214.org

Fiscal Agent / Name (if applicable) | Stacy Figgins

Fiscal Agent / Email (if applicable) | sfiggins@usd214.org

Fiscal Agent / Mailing Address (if applicable)

111 S Baughman
Ulysses, KS 67880

Application details

Full District Name	USD #214 - Ulysses
District Number	214
Mailing Address Street Address	111 S Baughman
Mailing Address City	Ulysses
Mailing Address Zip Code	67880
Authorized Representative of the District Name	David Younger
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dyounger@usd214.org
Authorized Representative of the District Phone Number	+16203563655
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	sfiggins@usd214.org

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

USD 214 – Ulysses has been fortunate in we have lost a minimal amount of instructional time. We started school one week late due to teacher planning and preparation but since that time we have been in school. One impact the pandemic has had on the district, especially early in the year, was the unknown. How long will we be in school, will I get quarantined, what happens if we go remote, these were the questions that caused anxiety among the students, staff, and parents.

Students and families who chose remote learning but were not very good at attending the remote sessions lost learning. We were successful at getting many of these students back in the classrooms but not all of them. We have targeted many of these students for the summer enrichment programs.

The Director of Student Learning’s primary focus next year will be to address the learning loss of all students in USD 214 – Ulysses and to continue the efforts started this summer by the teachers to improve student learning during the school year and next summer.

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

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

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

- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

USD 214 – Ulysses proposes to use our ESSER II funds by providing students and opportunity this summer in enrichment and recovery programs for grades K-12 in our Summer Learning program. We have activities planned to help students continue their growth and improvement both educationally and emotionally. We currently have approximately 29 kindergarten; 36 first grade; 24 second grade; 39 third grade; 35 fourth grade; 24 fifth grade; 67 middle school; 35 high school students.

We have 21 certified staff teaching these summer school sessions from early June to mid-July.

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

USD 214 – Ulysses has created programs and opportunities for our students to expand their learning opportunities, as well as, the opportunity to recover credits due to loss of learning during the pandemic. We will measure the impact these summer programs have by the summer participation and early assessments next fall.

The expectation is to continue an extended day learning during the school year and a summer learning program next summer before we can expect significant academic or emotional growth. The Afterschool Alliance found that students who attend a summer program for at least 20 days benefit in math in the following fall and through spring. Those that attend for a second summer continue to benefit in math and language arts and demonstrate social and emotional learning benefits throughout the following school year. "A Summer for Learning & Recovery"

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

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[72 FR 3703, Jan. 25, 2007]

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

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

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

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

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§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | David Younger

Date | 05/18/2021

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

USD	District Name	Data as of
214	Ulysses	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
214-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Pay for Teachers offering extended learning opportunities for students	\$ 7,050	\$ 7,050	\$ -	\$ -	\$ -	49	
214-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	SS/MC Tax on summer pay for teachers offering extended learning opportunities for students	\$ 550	\$ 550	\$ -	\$ -	\$ -	49	
214-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Non-Certified pay for staff working with summer extended learning opportunities for students	\$ 800	\$ 800	\$ -	\$ -	\$ -	49	
214-1-004-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	SS/MC Tax on summer pay for non-certified staff working with summer extended learning opportunities for students	\$ 65	\$ 65	\$ -	\$ -	\$ -	49	

214-1-005-20210608	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for enrichment activities for summer extended learning opportunities for students	\$ 5,500	\$ 5,500	\$ -	\$ -	\$ -	49	Email response from district: Our goal this summer is to create high interest activities that will generate interest and participation among our students. The middle school wind energy and seed to stem courses are high interest activities that engage students in curriculum that is important to SW Kansas families. (Wind and agriculture) The units are interdisciplinary units that a middle school math and science teacher are collaborating on; as well as staff from the Kansas Energy Commission. These courses align with district and state standards. There are approximately 25 students enrolled in each class. The focus is on small groups and hands-on activities. The materials purchased for the wind energy class are used to create the wind turbines, measure the output of joules to calculate how much energy is being produced, and to help determine which turbine is most efficient. The stem to seed materials will be used to experience the growth cycle of a plant and its many different uses. The archery class is another high interest class that students have asked for. We want to get kids out of their homes and engaged with staff and students this summer. (social and emotional skills) The items purchased are the bow/arrow sets and targets. Again, we are trying to create high interest activities that students will participate in this summer and for the future. As I indicated in the original application, from my research, to show growth and improvement in our students these programs will need to continue next school year and next summer to show significant improvement of all areas of learning and social and emotional health.
214-1-006-20210608	Eligible	Direct Allocation	Instruction	Property	11A. Planning and implementing summer learning or enrichment programs	Equipment for enrichment activities for summer extended learning opportunities for students	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	49	See previous line for more information
214-1-007-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay for hiring one additional school nurse due to needs created by COVID 19 related duties	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	49	

214-1-008-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	SS/MC tax associated with pay for one additional nurse hired due to needs created by COVID 10 related duties	\$ 3,450	\$ -	\$ 3,450	\$ -	\$ -	49	
214-1-009-20210608	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Partial funding (50%) for the Director of Student Learning. A new position added to address the needs of students created by loss of learning due to COVID 19 related circumstances	\$ 53,500	\$ -	\$ 53,500	\$ -	\$ -	49	
214-1-010-20210608	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	SS/MC tax associated with pay for the Director of Student Learning due to needs created by loss of learning due to COVID 19 related circumstances	\$ 4,095	\$ -	\$ 4,095	\$ -	\$ -	49	

Kansas CommonApp (2020)

1595-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

233_Olathe_ESSER II Plan_0503



anLzjQym

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 233 Olathe

Applicant / Mailing Address

PO Box 2000
Olathe, KS 66063

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

Applicant / Email Address of Owner, CEO, or Executive Director | jallison@olatheschools.org

Applicant / Phone Number | 913-780-7000

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

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

Application details

Full District Name | Unified School District 233 Olathe

District Number | 233

Mailing Address Street Address	PO Box 2000
Mailing Address City	Olathe
Mailing Address Zip Code	66063
Authorized Representative of the District Name	Cassy Osborn
Authorized Representative of the District Position or Title	Director of Business & Financial Services
Authorized Representative of the District Email Address	cosbornec@olatheschools.org
Authorized Representative of the District Phone Number	+19137808129
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jhutchisonec@olatheschools.org
Other District Representative 2 Email Address	byeagerec@olatheschools.org

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

While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health. Much of this has been directly related to students who have been learning in less-consistent learning models this year. Additionally, the district currently has over 6,000 students enrolled in remote learning exclusively because of COVID. Many of these students will need high levels of support as they reenter school buildings in the fall for the first time in over 18 months.

A higher percentage (larger than the overall district %) of students who receive Free or Reduced lunch are enrolled in remote learning. The trend is the same for students who are English Language Learners. Both student groups will need additional support beyond what has historically been in place. Costs will be significant to provide "extra" for many students who need academic and/or social-emotional mental health support. Costs will be related to staff pay, transportation, materials, and instructional resources.

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

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

The district does not have any remaining ESSER I funds, however ESSER I SPED funds do remain. ESSER I SPED funds will be used for additional Extended School Year expenditures over the summer.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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.
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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
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- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and 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 Olathe Public School District plans to use the vast majority of ESSER II funding to provide supports around learning loss and social-emotional supports to students. Over the next three years, we will be working strategically to systematically provide intervention to all students K-12 and related professional development for our staff. In addition, money will be earmarked for summer programming, before and afterschool SEL and academic opportunities, and additional ELL and counseling support. In addition, funds will also be set aside for close analysis and support of high school students nearing graduation. Interventions will be swiftly provided for students who appear to be at-risk of not being able to graduate.

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

The district will monitor success outcomes of ESSER funding within the regular data systems that are used. The district will continue the use of NWEA MAP to measure achievement and growth in the areas of reading and math. Additionally, the district will use Panorama SEL Assessment results to measure the work in areas related to Social-Emotional Learning.

Notes on ESSER II application Excel template:

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

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



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:

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- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
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- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature

| CASSY OSBORN

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

USD	District Name	Data as of
233	Olathe	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
233-1-001-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 60,140	\$ 30,070	\$ 30,070	\$ -	\$ -	007.2200.511110.000.0991.000	Per applicant, The district will offer a summer academy, at this time approximately 526 students will attend, and approximately 89 teachers will provide instruction. In addition, approximately 38 teachers will develop online content available for all students. General supplies and materials will cover both in-person summer academy and online summer instruction. Summer School will be June 7th through July 1st, 4 weeks, 3.5 hours per day.
233-1-002-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 4,600	\$ 2,300	\$ 2,300	\$ -	\$ -	007.2200.522000.000.0991.000	

233-1-003-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 60	\$ 30	\$ 30	\$ -	\$ -	007.2200.5 26000.000. 000.0991.0 00	
233-1-004-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 235,200	\$ 117,600	\$ 117,600	\$ -	\$ -	007.1000.5 61000.000. 000.0991.0 00	See line 233-1-001-20210608 for more information

233-1-005-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 3,479,956	\$ -	\$ 1,739,978	\$ 1,739,978	\$ -	007.2200.5 11100.000. 000.0991.0 00
233-1-006-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 266,216	\$ -	\$ 133,108	\$ 133,108	\$ -	007.2200.5 22000.000. 000.0991.0 00

233-1-007-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 3,828	\$ -	\$ 1,914	\$ 1,914	\$ -	007.2200.526000.000.00991.000
233-1-008-20210608	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 556,844	\$ -	\$ 278,422	\$ 278,422	\$ -	007.2120.511100.000.00991.000
233-1-009-20210608	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 42,600	\$ -	\$ 21,300	\$ 21,300	\$ -	007.2120.522000.000.00991.000

233-1-010-20210608	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 556	\$ -	\$ 278	\$ 278	\$ -	007.2120.5 26000.000. 000.0991.0 00
233-1-011-20210608	Eligible	Direct Allocation	Support Services - Instruction	Computers and Related Equipment (includes software if bought as a package)	12. Addressing learning loss among students, including vulnerable populations	In order to meet students where they are and to address learning gaps that exist because of COVID-19, a data warehouse will give our educators the ability to look at all data for a student or a group of students. This will include both academic performance data and SEL data.	\$ 300,000	\$ -	\$ 150,000	\$ 150,000	\$ -	007.2200.5 73600.000. 000.0991.0 00
233-1-012-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 556,844	\$ -	\$ 278,422	\$ 278,422	\$ -	007.1000.5 11100.000. 000.0991.0 00

233-1-013-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 42,600	\$ -	\$ 21,300	\$ 21,300	\$ -	007.1000.5 22000.000. 000.0991.0 00	
233-1-014-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 556	\$ -	\$ 278	\$ 278	\$ -	007.1000.5 26000.000. 000.0991.0 00	
233-1-015-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 185,614	\$ -	\$ 92,807	\$ 92,807	\$ -	007.2200.5 11110.000. 000.0991.0 00	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.

233-1-016-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 14,200	\$ -	\$ 7,100	\$ 7,100	\$ -	007.2200.522000.000.000.0991.000	
233-1-017-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 186	\$ -	\$ 93	\$ 93	\$ -	007.2200.526000.000.000.0991.000	
233-1-018-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 185,614	\$ -	\$ 92,807	\$ 92,807	\$ -	007.1000.511110.000.000.0991.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.

233-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 14,200	\$ -	\$ 7,100	\$ 7,100	\$ -	007.1000.5 22000.000. 000.0991.0 00
233-1-020-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 186	\$ -	\$ 93	\$ 93	\$ -	007.1000.5 26000.000. 000.0991.0 00
233-1-021-20210608	Eligible	Direct Allocation	Student Transportation	Student Transportation Services	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	007.2700.5 51000.000. 000.0991.0 00
233-1-022-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 230,000	\$ -	\$ 115,000	\$ 115,000	\$ -	007.1000.5 61000.000. 000.0991.0 00

233-1-023-20210608	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 92,807	\$ -	\$ 92,807	\$ -	\$ -	007.2200.511110.000.0991.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. Much of this has been directly related to students who have been learning in less-consistent learning models this year. Additionally, the district currently has over 6,000 students enrolled in remote learning exclusively because of COVID. Many of these students will need high levels of support as they reenter school buildings in the fall for the first time in over 18 months. A higher percentage (larger than the overall district %) of students who receive Free or Reduced lunch are enrolled in remote learning. The trend is the same for students who are English Language Learners. Both student groups will need additional support beyond what has historically been in place. Costs will be significant to provide "extra" for many students who need academic and/or social-emotional mental health support. Costs will be related to staff pay, transportation, materials, and instructional resources.
233-1-024-20210608	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 7,100	\$ -	\$ 7,100	\$ -	\$ -	007.2200.522000.000.0991.000	

233-1-025-20210608	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 93	\$ -	\$ 93	\$ -	\$ -	007.2200.5 26000.000. 000.0991.0 00	
233-1-026-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning and disinfecting supplies, including sanitizer, disinfectant, gloves, maks, and barriers	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	007.2600.5 61000.000. 000.0991.0 00	
233-1-027-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 1,657,744	\$ -	\$ 1,657,744	\$ -	\$ -	007.1000.5 11100.000. 000.0991.0 00	Per applicant, the district currently does not operate a virtual school.

233-1-028-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 126,817	\$ -	\$ 126,817	\$ -	\$ -	007.1000.5 22000.000. 000.0991.0 00	
233-1-029-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 1,824	\$ -	\$ 1,824	\$ -	\$ -	007.1000.5 26000.000. 000.0991.0 00	

233-2-001-20210608	Eligible	True Up Allocation	Support Services - Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 83,526	\$ -	\$ 41,763	\$ 41,763	\$ -	007.2200.511110.000.000.0992.000	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.
233-2-002-20210608	Eligible	True Up Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 6,390	\$ -	\$ 3,195	\$ 3,195	\$ -	007.2200.522000.000.000.0992.000	

233-2-003-20210608	Eligible	True Up Allocation	Support Services - Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 84	\$ -	\$ 42	\$ 42	\$ -	007.2200.5 26000.000. 000.0992.0 00	
233-2-004-20210608	Eligible	True Up Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 83,526	\$ -	\$ 41,763	\$ 41,763	\$ -	007.1000.5 11110.000. 000.0992.0 00	Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.

233-2-005-20210608	Eligible	True Up Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 6,390	\$ -	\$ 3,195	\$ 3,195	\$ -	007.1000.522000.000.0992.000
233-2-006-20210608	Eligible	True Up Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 84	\$ -	\$ 42	\$ 42	\$ -	007.1000.526000.000.0992.000

233-2-007-20210608	Eligible	True Up Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve of an opportunity to get some families back in our schools.	\$ 68,066	\$ -	\$ 58,066	\$ 10,000	\$ -	007.1000.561000.000.000.0992.000	
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Kansas CommonApp (2020)

1608-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JzNGWYWJ

0251_North Lyon County- ESSER II Plan_0506

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 251 North Lyon County

Applicant / Mailing Address

| PO Box 527
Americus, KS 66835

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

Applicant / Email Address of Owner, CEO, or Executive Director | nuessenn@usd251.org

Applicant / Phone Number | 620-481-2085

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

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

Applicant / Federal EIN (if applicable) | 48-0698346

Applicant / Website Address (if applicable) | www.usd251.org

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

[Download Form W-9](#)

|



PDF

[W9 - filled and signed -... \(645 KiB download\)](#)

Application details

Full District Name | North Lyon County

District Number | 251

Mailing Address | Street Address | PO Box 527

Mailing Address | City | Americus

Mailing Address | Zip Code | 66835

Authorized Representative of the District | Name | Robert W. Blair

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | blairb@usd251.org

Authorized Representative of the District | Phone Number | +16204812085

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

Other District Representative 1 | Email Address | nuessenn@usd251.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 overall impact of COVID-19 on our school district has been significant. From a budgetary standpoint, COVID-19 has negatively affected our district's overall budget during the 2020-2021 school year. We have incurred additional expenses associated with the implementation of safety mitigation measures and the purchase of additional technology and classroom learning materials. Furthermore, our K-12 formative assessment data during the 2020-2021 school year has demonstrated a negative impact on our students in grades K-12. The most significant learning loss has taken place in grades K-5. More importantly, our special education population and at risk students have been impacted disproportionately with regard to learning loss. The emotional impact of COVID-19 on our students has been significant as well. Our SEL screening has indicated a significant increase in the percentage of students being referred for additional SEL interventions pertaining to behavior, absenteeism, and the need for counseling services.

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

the date of ESSER II application submission?

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

The Special Education Coop Board of Directors will be deciding this month how to disperse these funds throughout the coop to address learning loss. At this time the planning is focused on providing extended school year opportunities.

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

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

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

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

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

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

Our district plans to utilize its ESSER II direct district allocation and its KSDE per student additional allocation to address learning loss and improvements to classroom space. Student learning loss will be addressed by funding Extended School Year (Summer School) in the summers of 2021 and 2022. A second planned allocation to address learning loss will be to hire an additional Title I Reading Teacher in order to address learning loss for students in grades K-5. Finally, our school district plans to remodel an existing school building warehouse area to create an additional classroom for Pre-School to allow for smaller, socially distanced class sizes. The existing classrooms are all too small to accommodate the space needed for Pre-School students.

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

Following the implementation of our plans to address learning loss and facility improvements, we will continue to collect student data pertaining to reading performance, math performance, and social-emotional factors. It is our belief that student achievement and social-emotional wellness will improve as a result of the ESSER II allocations. As we analyze the data we plan to make any necessary modifications to our plans.

Notes on ESSER II application Excel template:

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

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



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 | Robert W. Blair

Date | 05/14/2021

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

USD	District Name	Data as of
251	North Lyon County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
251-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional certified staff for the extended school year for summer learning to address learning loss for K-8 students during COVID-19.	\$ 40,000	\$ 20,000	\$ 20,000	\$ -	\$ -	13-1000-110-1	Per applicant, amended the budgeted expenditures from \$16,000 to \$20,000 each expenditure period. NLC Elementary Summer School – 2 years (summer 2021, summer 2022) Elementary Summer School K-8 will utilize ten teachers for four weeks of instruction each of the two summers. We are expecting approximately 100 students each summer. The Elementary programming will be as follows: K-3: Focus on targeted remediation skills for reading and math. Grades 4-8: Focus on project-based learning with targeted remediation skills as needed.
251-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To cover additional certified staff for the extended school year for summer learning to address learning loss for high school students during COVID-19.	\$ 12,000	\$ 6,000	\$ 6,000	\$ -	\$ -	13-1000-110-3	Per applicant, amended the budgeted expenditures from \$10,000 to \$6,000 each expenditure period. NHHS High School Summer School – 2 years (summer 2021, summer 2022) High School Summer School 9-12 will utilize four teachers for four weeks of instruction each of the two summers. We are expecting approximately 30 students each summer. High School programming will be credit recovery and project-based learning with targeted remediation skills as needed.

251-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	To hire one additional certified staff member for Title I to expand our program to address learning loss specifically for K-5 students.	\$ 46,319	\$ 46,319	\$ -	\$ -	\$ -	06-1000-110-1
251-1-004-20210608	Eligible	Direct Allocation	Building Improvements	PURCHASE PROPERTY SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support	Our school district plans to remodel an existing school building warehouse area to create an additional classroom for Pre-School to allow for smaller, socially distanced class sizes. The existing classrooms are all too small to accommodate the space needed for Pre-School students.	\$ 125,000	\$ 125,000	\$ -	\$ -	\$ -	16-4700-400-0

Kansas CommonApp (2020)

1641-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

253_Emporia_ESSER II Plan_0524



RjwnObkQ

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Emporia USD #253

Applicant / Mailing Address

| 1700 W 7th Ave
| Emporia, KS 66801

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

Applicant / Email Address of Owner, CEO, or Executive Director | danielle.rollman@usd253.net

Applicant / Phone Number | 6203412224

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

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

Application details

Full District Name | Emporia Public Schools

District Number | 253

Mailing Address Street Address	1700 W 7th Ave
Mailing Address City	Emporia
Mailing Address Zip Code	66801
Authorized Representative of the District Name	Dr. Allison Anderson-Harder
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	Allison.Harder@usd253.net
Authorized Representative of the District Phone Number	+16203412200
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rob.scheib@usd253.net
Other District Representative 2 Email Address	danielle.rollman@usd253.net

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

Throughout the 2020-2021 school year, families were provided the choice to have their child attend remotely or in person. A percentage of students at the secondary level attended a hybrid model so were not in person each day in order to implement mitigation strategies. The district reviewed the learning structure monthly to determine any necessary changes due to the COVID-19 local spread. This ever-changing mode of learning resulted in reduced attendance, increased chronic absenteeism, and decreased engagement. There was a loss in kindergarten readiness data as indicated by the ASQ. Fine motor, problem solving, communication, and social-emotional all indicated a decrease. There was an increase of course failures at the secondary level. One example is 42% of freshman students failed a course in trimester 2. NWEA MAP data indicated a learning loss particularly in the area of math at almost all grade levels for the all student category. Subgroups indicated more of a learning loss in the area of reading. Although all grade levels indicated growth, students did not make the growth on NWEA MAPS that they have in previous years.

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

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

The remaining ESSER I district funds will be used to offset food expenses for the required free meal program due to declining student feeding counts for reimbursement. We will also be reimbursing the district's general fund for classroom materials that were bought by the school for remote online learning and social distancing setup. Any remaining funds will be spent to

purchase additional cafeteria tables for assigned seating to maintain social distancing in preparation for all students to be back full time on-site in the fall semester.

At this time we are unsure how the remaining ESSER I SPED funds will be used.

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

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

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

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

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

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

Academic Opportunity (Elementary and EMS):

Objectives:

Provide a safe, mid-summer learning environment for academically (or cognitively) vulnerable children.

Work to potentially reduce the "summer slide"

Engage students in learning experiences that offer a language and text-rich environment where they can practice inquiry, reading, writing, speaking and mathematics application.

Duration and frequency of summer school program:

Three-week time frame for 3 hours each day.

Staffing:

18 elementary teachers and 24 instructional aides to provide additional support

15 middle school teachers and 16 instructional aides to provide additional support

Transportation:

Transportation will be provided for students who need it.

Academic Opportunity (EHS)

EHS will provide additional adult support to meet the needs of summer credit recovery or course retake options due to the increased number of students needing these options.

Summer Credit Recovery is a voluntary program. Students can take a course to recover and earn credit. Students who scored a 40-59% will be allowed to recover credit. Credit recovery is to help keep students on track for graduating.

Summer Course Retake is another voluntary opportunity where students can retake a course in its entirety and earn credit.

Dates:

June 7 - July 2

SEL Opportunity (Elementary and Secondary)

Objectives:

For current students with documented social-emotional needs or behavioral intervention plans in place, student support specialists, counselors and school psychologists will:

provide social-emotional support throughout the summer as students prepare to return to full-time onsite attendance in the fall through individual or small group sessions.

Work to potentially reduce any social anxiety which students may have developed over the past year.

Work to provide support to assist students who have behavioral struggles be more successful in all settings.

Duration and frequency of SEL support

up to 80 hours of SEL support per staff member

offered in June and July

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

Academic: USD253 will utilize FastBridge, Interim Assessments, and state assessments to monitor academic progress throughout the school year. Student standard grades at the elementary level will be reviewed to monitor the number of students mastering concepts throughout the year. Grades 6-12 will review course grades and determine improvement in the number of students passing each course. For grades 9-12, USD253 will also review the number of students retaking courses,

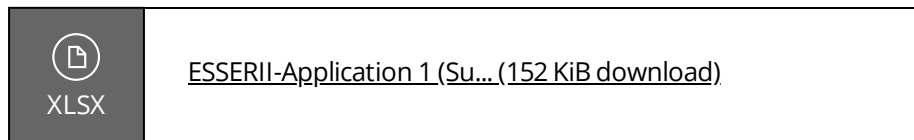
the number of students recovering credits, as well as, the number of students getting back on track to graduate. Graduation rates might be an indicator of success.

Social-Emotional: We would use SAEBRS as an indicator of success as a result of extra SEL support provided by SSS/Counselors over the summer. Additionally, a drop in discipline referrals might be an indicator. We should also see an improvement in student attendance as compared to 20-21.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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

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

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

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

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§200.403 Factors affecting allowability of costs.

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§200.413 Direct costs.

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

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

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- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Danielle Rollman

Date | 05/24/2021

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

USD	District Name	Data as of
253	Emporia	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
253-1-001-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for summer school to address the learning loss of students and prevent the "summer slide"	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	076 E 1000 00 0000 755 00 610	
253-1-002-20210608	Eligible	Direct Allocation	Student Transportation Services	Inter-educational, Interagency Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Transportation to get students from their home school to the applicable summer school site.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	076 E 2700 00 0000 755 00 590	
253-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 70,500	\$ -	\$ 70,500	\$ -	\$ -	076 E 1000 01 0000 755 00 110	
253-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Aides hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	076 E 1000 01 0000 755 00 120	
253-1-005-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	The required benefits (Social Security) that goes with the teacher and teacher aide wages above	\$ 7,100	\$ -	\$ 7,100	\$ -	\$ -	076 E 1000 01 0000 755 00 220	

253-1-006-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Provide social-emotional support to students that have behavioral intervention plans in place to help with the transition to full-time onsite stress and anxiety for the upcoming fall semester	\$ 65,500	\$ -	\$ 65,500	\$ -	\$ -	076 E 2100 01 0071 000 00 110
253-1-007-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	The required benefits (Social Security) that goes with the guidance counselor wages above	\$ 5,050	\$ -	\$ 5,050	\$ -	\$ -	076 E 2100 01 0071 000 00 220

Kansas CommonApp (2020)

1613-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

268_Cheney_ESSER II Plan_0511



jjpLkAby

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Cheney USD 268

Applicant / Mailing Address

| 100 W 6th St
| Cheney KS 67025

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

Applicant / Email Address of Owner, CEO, or Executive Director | mlogsdon@usd268.org

Applicant / Phone Number | 3165423512

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

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

Application details

Full District Name | Cheney

District Number | 268

Mailing Address Street Address	100 W 6th
Mailing Address City	Cheney
Mailing Address Zip Code	67025
Authorized Representative of the District Name	Makenzi Logsdon
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	mlogsdon@usd268.org
Authorized Representative of the District Phone Number	+13165423512
Would you like to additional district representatives to the application?	No

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

As of May 1, Cheney had 10% of students and staff test positive for Covid-19 in the 20-21 school year. In additional, this caused 100 of students and staff to quarantine throughout the school year as well as those who had to quarantine due to being close contacts from a variety of non-school related situations. The learning gaps were substantial with this group of students compared to peers on site every day.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

The majority of ESSER II funding will be allocated to additional personnel due to the impact of the pandemic. As allowed, much of the expenditures will be retroactive to the 20-21 school year. Our classrooms are not physically large. As a result, we have three teachers per grade level in "normal times". We alter that when we go over 22 per grade level in K-2 and 25 in 3-5. Thus, with social distancing and the potential for learning loss in large numbers, we had 4 sections of 1st grade and 4 sections of 3rd grade. We used the bulk of our SPARKS money from Sedgwick County the first semester to make this happen and plan to use ESSER II for the period of January to August 2021. We had employed an additional nurse for patient monitoring and contract tracing. At semester, our scores were plummeting in third grade as they also faced a disproportionate amount of quarantine times so we added a third teacher to improve individual instruction. We also significantly increased cleaning supplies and technology inventory as noted on the attached spreadsheets. We plan to order a new ELA program to address

immediate learning loss at the elementary level and add a Curriculum Director to do a deep dive on the data elements Pre-K-12 for learning loss as our skeletal administrative staff does not have the time nor the resources to carry out this monumental task.

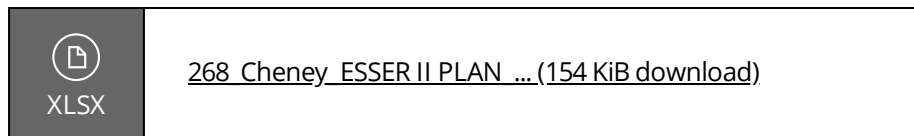
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of expenditures tracking each individual student and his or her scores going forward, particularly those spending significant amounts of time in quarantine. Obviously, the supplies and technology have already been instituted as well as the nursing staff increased labor. It is the expectation that the Curriculum Director will be able to provide the buildings with the data at least every quarter. Social-Emotional and mental health data will also be a critical piece of this.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Makenzi Logsdon

Date | 05/11/2021

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

USD	District Name	Data as of
268	Cheney	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
268-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing and due to having small physical class rooms. Pays salary from 1/01/2021-08/30/2021.	\$ 33,667	\$ 33,667	\$ -	\$ -	\$ -	06-1000-110-010	
268-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing. Pays fringe benefits from 1/01/2021-08/30/2021.	\$ 5,610	\$ 5,610	\$ -	\$ -	\$ -	06-1000-110-020	
268-1-003-20210608	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Safety Patrol salary- to help kids get to school due to decreasing bus riders. Had to social distance in buses so kids within 2.5 miles were no longer given the option to ride a bus. Safety measure to make sure all kids would get to school safe.	\$ 2,326	\$ 2,326	\$ -	\$ -	\$ -	06-2400-220-011	
268-1-004-20210608	Eligible	Direct Allocation	Medical Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional full time nurse to have a nurse in each school and help with social distancing/quarantining if sick.	\$ 19,000	\$ 19,000	\$ -	\$ -	\$ -	06-2132-120-010	
268-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired an additional Instructional Aid to help with additional classrooms due to keeping classes small. Para support was needed to do this.	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	11-1000-120-010	

268-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney paid all substitutes when teachers were out sick with Covid-19 or were out due to quarantine regulations.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	06-1000-110-018
268-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney hired a 3rd grade teacher for the second semester of 20-21 in order to keep classroom sizes under 20. An excessive amount of kids having to quarantine also affected academic performances.	\$ 21,000	\$ 21,000	\$ -	\$ -	\$ -	06-1000-110-010
268-1-008-20210608	Eligible	Direct Allocation	Instruction	Other Material & Supplies	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Cheney is purchasing a new learning system for the elementary school for the 2021-2022 school year. Data shows that Pre-K - 5th grade (400 students,) from the first semester of the 2020-2021 school year students experiencing remote learning at any time due to being sick or quarantining experienced a 7% increase in tier 3 learners and a 6% loss in tier 1 learners. The biggest loss was in current Kindergarten students who experiences a 19% increase in tier 3 learners. This new program is a tier 1-3 program compared to Cheney's current program being a tier 3 only program.	\$ 22,545	\$ 22,545	\$ -	\$ -	\$ -	08-1000-653-000

268-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney is hiring a Curriculum Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's highschool students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all highschool students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	06-1000-110-010
268-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cheney is bringing in 40 elementary students 3 weeks early to jump start them and get them prepared and caught up before school starts so they do not have to get held back a year.	\$ 5,946	\$ 5,946	\$ -	\$ -	\$ -	06-1000-110-010

268-1-011-20210608	Eligible	Direct Allocation	Instruction	Equipment	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Cheney purchased 7 laptops for students who had to remote learn due to quarantining.	\$ 11,186	\$ 11,186	\$ -	\$ -	\$ -	08-1000-730-130 Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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Kansas CommonApp (2020)

1632-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XyAQMPYX

273_Beloit_ESSER II Plan_0520

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 273 Beloit

Applicant / Mailing Address

| PO Box 547

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

Applicant / Email Address of Owner, CEO, or Executive Director | tschroeder@usd273.org

Applicant / Phone Number | 785-738-3261

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

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

Applicant / Federal EIN (if applicable) | 48-0698615

Applicant / Website Address (if applicable) | usd273.org

Application details

Full District Name	USD 273 Beloit
District Number	273
Mailing Address Street Address	PO Box 547, 2020 N Independence
Mailing Address City	Beloit
Mailing Address Zip Code	67420
Authorized Representative of the District Name	Jeff Travis
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jtravis@usd273.org
Authorized Representative of the District Phone Number	+17857383261
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	tschroeder@usd273.org

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

COV-ID 19 brought many challenges to our district, cohort groups were one of these challenges where we saw learning loss separating students from each other in grade levels. Adding a third grade teacher will allow us to give students more separation with more one-on-one learning with teachers. The same problem arose with our Title I program. Adding a Title I teacher to help with Reading and Math losses will help us gain instruction with our students to combat that learning loss. Another area of loss was with our performing arts curriculum. Due to our separating during COVID, our jr-sr high vocal music program suffered because we had one teacher to separate several cohort groups into. The additional of this part-time teacher will allow us to bring the performing arts in vocal music back to our jr-sr high students in a appropriate manner. All of these additional will help allow separation of students and keeping safety of our students, faculty and staff at the forefront in the future. Social-emotional needs grew during this time as well. The ESSER II funds are allowing us to add a K-12 social worker to work with our students to make gains back from where we were before the pandemic. Summer Enrichment school will allow our students opportunities to return back to normal instruction and offer back loss opportunities that happen during the pandemic. There was not enough Fontis-Pinnell curriculum to share during the pandemic. Therefore we are purchasing more Fontis-Finnell curriculum.

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

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

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

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

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

The district is adding staff to pick up learning loss caused during COVID and to allow us to separate cohort groups in the future in case the pandemic measures reoccur. The additional staff members will help in grade level, K-6 Math and Reading, and social-emotional in all grades K-12.

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

We will look at our AIMS Web scores, our state assessment scores and our Boys Town office referrals to use our data to compare the prior year to the pandemic, the pandemic year and the post-pandemic year to ensure that we are comparing and using our data to the best of our means. The social worker additional will allow us to work more one on one with social emotional needs and will be compared in the same manner. Fontis-Pinnell being in every students hand should allow for better use of the curriculum. Student impact of the performing arts will allow for more students to have the opportunity to participate in vocal music in the jr-sr high level.

Notes on ESSER II application Excel template:

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

Date | 05/20/2021

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

USD	District Name	Data as of
273	Beloit	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
273-1-001-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Replace health insurance expenses due to COVID. These expenses are direct COVID related costs to our District's Health Insurance.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	06-200-1000-210	Per applicant, These expenses are direct COVID expenses that are self insured health insurance pool encountered over the last school year. BCBS has outlined these costs so that we are accurate. All of these expenses are direct COVID costs such testing, hospitalization, medication, etc. encountered by our employees and their families on our health insurance plan.
273-1-002-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Replace health insurance expenses due to COVID. These expenses are direct COVID related costs to our District's Health Insurance.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	06-300-1000-210	See previous row for description.
273-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring of additional 3rd grade teacher to social distance and keep cohort groups separated when health concern dictate that as a necessity. The plan will be to extend this position into ESSER III funding as well.	\$ 85,000	\$ 42,500	\$ 42,500	\$ -	\$ -	27-200-1000-111	
273-1-004-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring of additional vocal music teacher to social distance. This will allow the district to have smaller vocal classes, and allow our students to have more opportunities while practicing safe measures in the vocal classroom. The plan will be to extend this position into ESSER III funding as well.	\$ 64,300	\$ 32,150	\$ 32,150	\$ -	\$ -	27-300-1000-111	

273-1-005-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring of additional Title I teacher to social distance. This allows cohort groups to not mix when safety issues for COVID exist. It also allows for the LIPS program to be used and taught in a safer environment for students and faculty. The plan will be to extend this position into ESSER III funding as well.	\$ 88,000	\$ 44,000	\$ 44,000	\$ -	\$ -	27-200-1000-111	
273-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring Permanent Sub Position. This allows the district to not mix substitute teachers within the different buildings and campuses. This makes the safety precautions in the classroom better for all students. The plan will be to extend this position into ESSER III funding as well.	\$ 39,722	\$ 19,861	\$ 19,861	\$ -	\$ -	27-200-1000-120	
273-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Hiring Permanent Sub Position. This allows the district to not mix substitute teachers within the different buildings and campuses. This makes the safety precautions in the classroom better for all students.	\$ 39,722	\$ 19,861	\$ 19,861	\$ -	\$ -	27-300-1000-120	
273-1-008-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	Hiring a K-12 Social Worker to work with the social emotional needs of students. Losses in social skills and growth in mental health needs through COVID have been noticeable. This will allow for our students to receive extra help with these needs. The plan will be to extend this position into ESSER III funding as well.	\$ 48,500	\$ 24,250	\$ 24,250	\$ -	\$ -	27-200-1000-111	

273-1-009-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	10. Providing mental health services and supports	Hiring a K-12 Social Worker to work with the social emotional needs of students. Losses in social skills and growth in mental health needs through COVID have been noticeable. This will allow for our students to receive extra help with these needs. The plan will be to extend this position into ESSER III funding as well.	\$ 48,500	\$ 24,250	\$ 24,250	\$ -	\$ -	27-300-1000-111	
273-1-010-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Enrichment Summer school will be instituted to allow elementary students to get back to normal activities post COVID. Safety measures will be taken to ensure safety. Students will explore local careers with local businesses, wildlife and parks, and many more local opportunities through a three week period during the summertime. The plan will be to extend this position into ESSER III funding as well.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	27-200-1000-111	Per applicant, This summer enrichment school is to help replace lost learning opportunities for our students during the school year. This summer school will be done locally and explore local careers and local businesses within the north central Kansas area. This expense will cover the teachers to provide instruction needed for this summer enrichment school to happen. The students will work with a local technical college, the Kansas Fish and Game, local veterinarians, and many other local business people. Small field trips will be taken each day of this summer experience.
273-1-011-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	3. Providing principals and other school leaders with resources to address individual school needs	Fontis Pinnel Literacy expansion: This will allow each student to have the needed resource. Shared material were used in the past school years. This will be used at Kindergarten, First Grade, and Second Grade. This will also help with social distancing.	\$ 32,699	\$ 32,699	\$ -	\$ -	\$ -	27-200-1000-610	

Kansas CommonApp (2020)

1635-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

274_Oakley_ESSER II Plan_0521



QBkMmZJ

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 274 - Oakley Public Schools
Applicant / Mailing Address	
621 Center Ave, Ste 103	
Oakley, KS 67748	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Ken Bockwinkel
Applicant / Email Address of Owner, CEO, or Executive Director	kbockwinkel@oakleyschoolsks.com
Applicant / Phone Number	785 671 4588

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

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

Application details

Full District Name	Oakley Public Schools
District Number	274

Mailing Address Street Address	621 Center, Ste 103
Mailing Address City	Oakley
Mailing Address Zip Code	67748
Authorized Representative of the District Name	Ken Bockwinkel
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	kbockwinkel@oakleyschoolsks.com
Authorized Representative of the District Phone Number	+17856714588
Would you like to additional district representatives to the application?	No

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

There were dual impacts associated with the shutdown during the spring of 2020. The academic impact was documented during our fall assessments utilizing STAR Reading and Math. The number of students not meeting their targets rose by more than 30% in both the math and reading scores. That number did not change much during the winter and spring assessments, indicating that intensive intervention was necessary to get back on track. There was no significant difference in the needs of special populations, although our enrollment is small enough to mask these items.

The social-emotional impact of the COVID 19 shutdown was significant. We had increased behavioral issues, particularly in our middle school and elementary students. These impacts were especially noticeable in our low social-economic students and students, although there was an increase across the board. Around 40% of our students in grades K-8 qualify as low SES. In a student population of 260, that means that 104 students are in this category.

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

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 ESSER II funding in three main ways: Robust summer school and after school programs to address learning loss; hiring a Student Services Coordinator; continuing with an additional custodian to mitigate the spread of COVID 19 and other diseases.

The summer school and after school programs will address the learning loss that occurred during the shutdown in the Spring of 2020. The summer school program will operate for four weeks and four hours a day. We will employ a coordinator, 8 teachers, a para, and a library aide to help the students in an intense reading and math program. We have around 80 students enrolled in the program by their parents. The program is designed to strengthen the students skills over the summer in preparation for the 2021-22 school year. The after school program will operate four days a week for 1.5 hours per day. Again, we will employ a coordinator, 8 teachers and paras as needed. This program will continue the reading and math reinforcement, and we will add enrichment activities, parent involvement activities, and homework help.

The Student Services Coordinator will act as a liaison between counselors, families, students, and the school to help reduce the social-emotional issues that arose during the shutdown time. Many of our young students were left to care for themselves during the shutdown, as their parents had to continue to work. These students needed the structured time that school provides, and they developed some negative habits without that structure. Our coordinator is working towards her counseling degree, and she should have that in place in a couple of years.

Finally, we hired an additional custodian with ESSER I monies. We intend to continue utilizing his services, as we saw a reduction in other illnesses over the past year.

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

The district will continue to monitor the students' progress in our STAR reading and math reports. If students are making the gains we expect, the reports in STAR should indicate that.

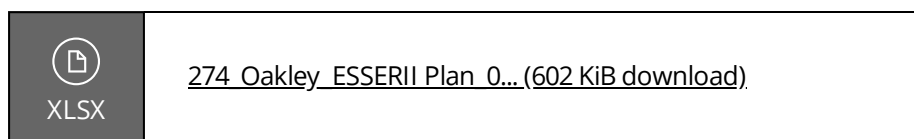
We also expect a reduction in discipline referrals, as our Student Services Coordinator works with our students, families and counselors.

Finally, we hope to continue to see a reduced number of lost days due to illness by having our added custodian deep clean and sanitize at night.

Notes on ESSER II application Excel template:

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

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



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 | Ken Bockwinkel

Date | 05/21/2021

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

USD	District Name	Data as of
274	Oakley	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
274-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers will design and implement a robust summer and after school program to address learning loss due to Covid 19. An additional 30% of students were significantly lower than in previous years. In our summer school program we will have 8 teachers serving approximately 70 students for 4 days a week, four hours per day. The program will consist of intensive reading and math lessons designed to mitigate the learning loss that occurred with the shutdown during the Spring of 2020. In the after school program, we will utilize 8 teachers serving approximately 80 students for 4 days a week for 1.5 hours per day. In addition to addressing reading and math needs, we'll expand the program to add enrichment activities and homework help.	\$ 88,800	\$ -	\$ 44,400	\$ 44,400	\$ -	90700	
274-1-002-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	10. Providing mental health services and supports	A Student Services Coordinator will be hired to serve as a liaison between counselors, mental health agencies, families and the school. A significant number of students had increased behavioral issues following the Covid 19 shutdown.	\$ 94,000	\$ -	\$ 47,000	\$ 47,000	\$ -	90705	
274-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This is para support for students in our summer school and after school programs.	\$ 12,240	\$ -	\$ 6,120	\$ 6,120	\$ -	90710	

274-1-004-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and	An additional custodian was hired to deep clean and sanitize our attendance centers at night. We will continue this practice for the next few years. The 2021 expenditure covers this expense that has already occurred but was not covered by ESSER I funds.	\$ 33,833	\$ 6,261	\$ 27,572	\$ -	\$ -	90715	
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Kansas CommonApp (2020)

1137-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JeRZMloY

286_Chautauqua County Community School_ESSER II Plan_0329

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Chautauqua County Community School
Applicant / Mailing Address	
416 E. Elm Suite B	
Sedan, KS 67361	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Kay Hill
Applicant / Email Address of Owner, CEO, or Executive Director	hillk@usd286.org
Applicant / Phone Number	6207253187

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

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

Application details

Full District Name	Chautauqua County Community School
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District Number		286
Mailing Address Street Address		416 E. Elm Suite B
Mailing Address City		Sedan
Mailing Address Zip Code		67361
Authorized Representative of the District Name		Kay Hill
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		hillk@usd286.org
Authorized Representative of the District Phone Number		+16207253187
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		searsk@usd286.org

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

Our data shows that our students are showing some learning loss due to extended time out of school due to the pandemic. Most students showing learning losses are students with disabilities and our socioeconomically disadvantaged students. USD 286 students have been in in-person learning since August. Due to missed in-person learning during the pandemic, we have recently revamped our elementary MTSS to offer more core support to our students in Reading and Math. Our data has shown learning loss in both core areas and we wanted to be proactive in meeting the needs of those students showing some regression. MTSS structures were changed to meet those needs. Progress monitoring data is being collected and data-driven decisions on the placement of students are made by teams to meet student learning needs. In the JR-SR High, this data is used to place students in MTSS to work on reading and math learning gaps. Our data has shown that some students show some disconnect from school and depression. We are seeing this in the JR-SR High from data from surveys, Community Care Survey, and MySabers. Attendance due to the pandemic has also been an issue as well. We are working to find ways to re-engage our students at school through professional development with staff and these new programs.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 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 is to use funds to increase supports during the summer and upcoming school year. We plan to add an elementary counselor for our PreK-6 students. Currently, we have one counselor for approximately 380 students. Data from CC Survey and MySabers shows our students have become disconnected from school. This school year we are seeing more mental health issues. The ability to have a counselor for each building will allow us to offer more supports for students. We plan to add a reading intervention teacher for K-3. Our reading intervention teacher will be able to targeted skills for those who are showing learning loss. During the pandemic it was difficult for our K-3 to be as focused online. We feel some students have missed essential skills needed to become good readers. This teacher will be able to work with students and staff to close those gaps. The Summer Camp program will help us keep our students engaged during the summer. We are offering summer school to PreK-12. We plan to offer some engaging hands-on learning for students. Metal, Woods, Hunter Safety, Drones, and Number Ninjas are just a few of the activities. We will also be offering some social-emotional curriculum and mental health supports through the summer. We have requested money for supplies and curriculum. During the pandemic, students in our Agriculture CTE courses missed out on many hands-on learning experiences. For the 2021-2022 school year, we plan to offer additional time for students to have project-based experiences in Agriculture CTE courses. We plan to hire a part-time teacher/teacher aide to provide our Ag teacher with additional time and supports to work with our students on projects within the CTE curriculum. These courses provide our students to become career and college-ready and to become leaders in a global economy.

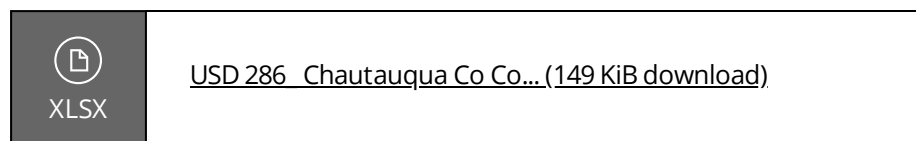
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of ESSER II allocations through data from local assessments, surveys, state assessments, and attendance. We will work with our site council, building, and district leadership team to review data sources to assess the validity of the programs.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Kay L Hill

Date | 05/06/2021

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

USD	District Name	Data as of
286	Chautauqua Co Com	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
286-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	The pandemic has impacted the mental health of our students. In order to address the learning needs we also need to address the mental health needs. Our plan is to add an elementary counselor. We currently have only one counselor to serve close to 385 students. By providing more time and attention to our PreK-6 we will be able to offer more supports to all student in our school. Our data has shown our students are more depression and disengaged due to the pandemic. We want to be able to add the supports they need to be successful in the classroom and outside the classroom.	\$ 54,400	\$ 54,400	\$ -	\$ -	\$ -	34140	Elementary Counselor Salaries and benefits
286-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In order to close the learning gaps due to the pandemic in reading for our K-3 student we plan to add a teacher for reading interventions. Our students missed important learning last school year and our data is showing gaps especially in early literacy. It will be our goal to have all students reading on grade level by 3rd grade. By adding this position we will be able to provide consistent and target assistance to students that show learning regression from lost instructional time during the pandemic.	\$ 56,200	\$ 56,200	\$ -	\$ -	\$ -	34140	K-3rd grade intervention teacher Salaries and benefits

286-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We want to expand our summer programs to include PreK-12 grade. We have budgeted 4 teachers (\$11,142) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 11,142	\$ 11,142	\$ -	\$ -	\$ -	34140	
286-1-004-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	We have budgeted \$2000 for supplies and \$3032 for curriculum. This budget will be used to support the summer school project-based learning and reading and math targeted assistance. Summer programs were needed to address the learning needs due to the pandemic and the learning loss data is showing from our students.	\$ 5,032	\$ 5,032	\$ -	\$ -	\$ -	34100	They are purchasing the "Do the Math" curriculum for summer school. It is a research-based program that will work to help our students rebuild critical math foundations. We are seeing gaps in learning due to the pandemic. This program is designed for at-risk and struggling students who require more practice in math. This program will help during summer school to progress our students to reach grade-level proficiency. (Phone Call, 5/14/2021)

286-1-005-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Our data has show that our student are not as engaged in learning as they were prior to the pandemic. We see the need to expand our CTE courses to provide student with more engaging, project-rich curriculum. We would like to add a part-time teacher in our agriculture programs to help our current teacher offer more hands-on experiences for our students. This would provide students who are interested in vocational careers the opportunity to work as a team, problem solve, build communication skills, and promote college/technical school readiness. With the pandemic our students lost opportunities to participate in many hands-on, project based learning. With the additional supports our CTE course could offer more hands-on experiences. Students would benefit from the additional time and instructor to help with those experiences. Paid as part-time teacher and instructional aide.	\$ 35,500	\$ 35,500	\$ -	\$ -	\$ -	34140	
286-1-006-20210608	Eligible	Direct Allocation	Operation of Building	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase various cleaning supplies to sanitize and clean school facilities.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	34110	
286-1-007-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Our focus will be with identifying and supporting learning gaps that have been caused by the pandemic. Those interventions will be focused on reading and math and other subject areas. K-12 site license for IXL Learning will provide interventions in math, ELA, science and social studies. This is a digital software that our students can use year round and can also be delivered remotely if necessary.	\$ 7,845	\$ 7,845	\$ -	\$ -	\$ -	34180	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

286-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We want to expand our summer programs to include PreK-12 grade. We have budgeted 5 instructional aides (\$8,881) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.	\$ 8,881	\$ 8,881	\$ -	\$ -	\$ -	34140	Summer paras salary and benefits (Phone Call, 5/14/2021)
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Kansas CommonApp (2020)

1286-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

288_Central Heights_0428



MneQRgWz

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Central Heights, USD 288
Applicant / Mailing Address	
3521 Ellis Rd. Richmond, KS 66080	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Nathan Hinrichs
Applicant / Email Address of Owner, CEO, or Executive Director	nhinrichs@usd288.org
Applicant / Phone Number	785-869-3455

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

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

Application details

Full District Name	Central Heights
District Number	288
Mailing Address Street Address	3521 Ellis Rd.

Mailing Address City	Richmond, KS
Mailing Address Zip Code	66080
Authorized Representative of the District Name	Nathan Hinrichs
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	nhinrichs@usd288.org
Authorized Representative of the District Phone Number	+17858693455
Would you like to additional district representatives to the application?	No

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

COVID has impacted the the students of USD 288 in many ways. First, students were sent home from school last Spring and finished the school year remotely. This learning format worked for some students and others struggled and all students missed on the social and emotional benefits of being at school with their peers. This year, USD 288 has offered both in person and remote instruction to all students (their choice). At the beginning of the school year, we had 107 students choosing to stay home and learn remotely, we currently have 29. Providing instruction both remotely an in person has created many challenges, as additional professional development and technology were needed. In addition, cleaning, social distancing and safety protocols had to be put in place for the safety or students and staff, which was an adjustment for everyone involved. Fortunately, these items were paid for with ESSER-1 and SPARK funds. As the year has progressed, we have identified the need to address learning loss in the area of Elementary Math, as well as social and emotional needs in the Elementary and Secondary.

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

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

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

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

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

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

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

Central Heights proposes to utilize ESSER funds to address learning loss and student needs directly associated with COVID. We would like to hire an additional Counselor, which will be placed at the Middle School, the area identified as having the greatest Counseling need by our administrative team. In addition to addressing the counseling needs created by the COVID, this position will oversee the implementation of our

new SEL curriculum, district wide. We also propose hiring a Title Math teacher at our elementary school to address learning loss, as a result of COVID. In addition, we propose hiring an At-Risk specialist to the elementary school to work with student one on one and in small groups to address social emotional and academic issues caused by the pandemic. Finally, we propose hiring an additional nurse, as the demands of COVID have created more work than our current nursing staff can handle.

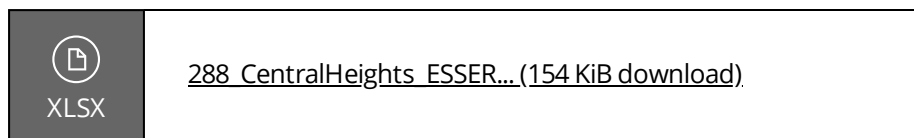
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will utilize a variety of data to determine the impact of these positions on our students. We will utilize both local Math assessments and state Math assessments, to determine the effectiveness of the Title Math position. We will utilize local SEL data, as well as attendance and office referral to determine the effectiveness of the Counselor position. We will utilize attendance, grade and SEL data to determine the effectiveness of the At-Risk position. Finally, we will utilize daily logs and over time hours to determine the effectiveness of the additional nursing position.

Notes on ESSER II application Excel template:

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

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



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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Nathan Hinrichs

Date | 05/19/2021

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

USD	District Name	Data as of
288	Central Heights	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
288-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Elementary Math Specialists (Title Math). This position will work with individual and small groups of elementary students to address learning loss in the area of Math, caused by the pandemic.	\$ 66,389	\$ 66,389	\$ -	\$ -	\$ -	20	
288-1-002-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary and benefits for a school counselor. This position will deal with the increased social and emotional needs of students, as a results of the pandemic.	\$ 76,287	\$ 76,287	\$ -	\$ -	\$ -	6	
288-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Elementary At-Risk position. This position will work with individual elemnatry srudents to help them with academic, emnotional and social needs, caused by the pandemic.	\$ 38,310	\$ 38,310	\$ -	\$ -	\$ -	13	
288-1-004-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Salary and benefits for a school nurse position. This position will work with our students, staff and county health to respond to potential cases and to educate our students and staff on COVID, vaccinations, tc.	\$ 50,842	\$ 50,842	\$ -	\$ -	\$ -	6	

Kansas CommonApp (2020)

1039-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

294



BpzaPoJX

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Jolene Dempewolf
Applicant / Mailing Address	jdempewolf@usd294.org
Applicant / First and Last Name of Owner, CEO, or Executive Director	Jolene Dempewolf of USD 294, Board Clerk
Applicant / Email Address of Owner, CEO, or Executive Director	jdempewolf@usd294.org
Applicant / Phone Number	7854753805

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

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

Applicant / Federal EIN (if applicable)	48-0720777
Fiscal Agent / Name (if applicable)	Oberlin USD 294
Fiscal Agent / Mailing Address (if applicable)	131 East Commercial St Oberlin, KS 67749

Application details

Full District Name	Oberlin USD 294
District Number	294
Mailing Address Street Address	131 East Commercial St
Mailing Address City	Oberlin
Mailing Address Zip Code	67749
Authorized Representative of the District Name	Jolene Dempewolf
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	jdempewolf@usd294.org
Authorized Representative of the District Phone Number	+17854753805
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	japplegate@usd294.org

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

The impact of COVID -19 on our district centered on social emotion issues of isolation, depression and some substance abuse. We had one suicide attempt which made us dig deep into trauma issues with both student and faculty. Faculty at the high school are getting a more intense trauma training this summer. it also affected our academics in some ways. Some students and families looked at homework as optional like last spring and we had some attendance issues at both elementary and secondary. Attitudes did eventually change but there were learning loss because of it. We will be using summer school to help with credit recovery and skills that were missed during the school year. The social emotional, attendance and homework completion affected more of our at-risk population (poverty) than others. Though there were trauma issues that crossed all populations. We are over 50% as a district for F/R so it would be about 180 students.

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

We have \$100 left to spend on ESSER I funds and we will be spending it on PPE (sanitation chemical). It will be spent before the end of May.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
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Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

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

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

USD 294 Oberlin will be using ESSERII funds to address COVID -19 needs through academics, technology and building needs. Academically, we will purchase Fastbridge for our K-12 summative assessment tool. This tool will give us consistency on reporting our academic data with common language to explain results. Plus it also contains a social emotion survey which will be beneficial and with a consistent survey to use yearly to determine our needs.

For 7-12 credit recovery, we are planning to purchasing Edgenuity program for summer school and during the school year. We will also be offering summer school to work on skill deficits and credit recovery with those that need it at the secondary level. We are concentrating on working on skills that were missed or not mastered do to last spring and this year.

With added technology from computer programs, wifi needs, one to one devices, we need to upgrade our cabling to Cat 6. Connectivity can be an issue. COVID-19 exposed some of our issues and to have a healthy technology backbone is crucial.

We have many issues with ventilation in our old facilities. We have many windows that do not open or have been permanently sealed. We have two projects to install new windows that can be opened for ventilation.

We will be purchasing touch less faucets/toilets for the elementary school. This will help with sanitation and spreading of bacteria and viruses.

We have a sub shortage do to COVID-19 that we would like to hire a full time sub to help cover for teachers at are absent.

As we push our students to participate in activities which will help with their social emotional well being and build friendships.

We discovered we do not have the needed band instruments to accommodate students. Need to buy more instruments.

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

With Fastbridge, we will have better data to analyze our student learning. Hopefully, when we assess our students in the fall, they will show improvement over last year because of the intense instructor on skills that were deficits.

Edgenuity will help students make up credits and pass their classes.

With the touch less faucet/toilets, hopefully we will have less student sickness and cleaner bathroom facilities.

Cabling as well as window upgrades, the improvements to connectivity and fresh air and ventilation for the building will help with health of students and personnel.

Having a full time sub will mean that we will not have to double of classes as often which will help with instruction and student learning

Having instruments so students can participate in band.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

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

Certification

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

Electronic Signature | Joel Applegate

Date | 05/24/2021

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

USD	District Name	Data as of
294	Oberlin	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
294-1-001-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Fastbridge Program K-12 (3 Years). Help with data collecting for helping with learning loss due to Covid	\$ 5,935	\$ 1,978	\$ 1,978	\$ 1,978	\$ -	69-1000-653-02	Account names were added for all line-items as directed by Jolene Dempewolf, Board Clerk, the contact listed on the submission.
294-1-002-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Fastbridge Program K-12 (3 Years). Help with data collecting for helping with learning loss due to Covid	\$ 5,935	\$ 1,978	\$ 1,978	\$ 1,978	\$ -	69-1000-653-04	
294-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School OES 2 Weeks (3 Years)(4 Teachers). To Support learning loss due to Covid.	\$ 19,200	\$ 6,400	\$ 6,400	\$ 6,400	\$ -	69-1000-111-02	
294-1-004-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School DCHS 4 Weeks (3 Years)(4 Teachers) Support Learning loss due to Covid.	\$ 38,400	\$ 12,800	\$ 12,800	\$ 12,800	\$ -	69-1000-111-04	
294-1-005-20210608	Eligible	Direct Allocation	Instruction	Instruments	3. Providing principals and other school leaders with resources to address individual school needs	Band Instruments DCHS. Help kids coming back with activities for social and emotional needs.	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	69-1000-738-04	Learning loss and social emotional per email.

294-1-006-20210608	Eligible	Direct Allocation	Land Improvement	All Other Improvements	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	New Touchless Sinks/Toilets. To help prevent Covid spreading with Touchless Items.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	69-4200-719-02	
294-1-007-20210608	Eligible	Direct Allocation	Land Improvement	Other	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Cabling Installation OES. Improving Internet capabilities in building for Learning.	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	69-4200-659.02	
294-1-008-20210608	Eligible	Direct Allocation	Land Improvement	Other	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Cabling Installation DCHS. Improving Internet capabilities in building for learning.	\$ 29,000	\$ 29,000	\$ -	\$ -	\$ -	69-4200-659-04	
294-1-009-20210608	Eligible	Direct Allocation	Land Improvement	All Other Improvements	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Windows DCHS. Help with good air ventilation through building.	\$ 38,897	\$ 38,897	\$ -	\$ -	\$ -	69-4200-719-04	Allowable if CDC guidelines are met.

294-1-010-20210608	Eligible	Direct Allocation	Land Improvement	All Other Improvements	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Windows Second Project. Help with good air ventilation through the building.	\$ 31,618	\$ 31,618	\$ -	\$ -	\$ -	69-4200-719-04	Allowable if CDC guidelines are met.
294-1-011-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Full- Time Sub 1 Year. Help with the support of learning loss due to Covid.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	69-1000-111-02	
294-1-012-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Full- Time Sub 1 Year. Help with the support of learning loss due to Covid.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	69-1000-111-04	
294-1-013-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity (7-12). Help With the support of learning loss due to Covid.	\$ 15,800	\$ 15,800	\$ -	\$ -	\$ -	69-1000-653-04	

Kansas CommonApp (2020)

1336-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



LEaymzoL

305_Salina_ESSER II Plan_0514

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 305 Salina

Applicant / Mailing Address

PO Box 797
Salina, KS 67402-0797

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

Applicant / Email Address of Owner, CEO, or Executive Director | lisa.peters@usd305.com

Applicant / Phone Number | 785-309-4764

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

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

Application details

Full District Name | Salina Unified School District 305

District Number | 305

Mailing Address Street Address	1511 Gypsum Avenue
Mailing Address City	Salina
Mailing Address Zip Code	67401
Authorized Representative of the District Name	Lisa Peters
Authorized Representative of the District Position or Title	Executive Director of Business
Authorized Representative of the District Email Address	lisa.peters@usd305.com
Authorized Representative of the District Phone Number	+17853094764
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	linn.exline@usd305.com
Other District Representative 2 Email Address	shanna.rector@usd305.com

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

School closure in the spring of 2020 negatively impacted student learning and social emotional growth, especially at the early grades. Kindergarten students missed the quarter of school when most students begin application of early literacy skills. The impact on reading and math development has become increasingly evident. More students are requiring supplemental instruction. District wide data indicates increased students not on grade level (reading 4% increase/math 5% increase.)

Grade 6-12 students were in a hybrid model for the first three quarters. The hybrid model was changed at the end of first quarter because of course failures (nearly doubled) and social emotional concerns. For quarter 2, we moved from a 2-day a week model to an AM/PM model. Secondary students experienced three schedule adjustments as we adjusted to address learning needs. Those schedule changes caused added stress and required students/staff to readjust. Course failures have resulted in the need for more credit and unit recovery.

We provided a remote option for families who were reluctant to reenter the comprehensive schools in the fall of 2020 due to health concerns. Some students excelled in that environment, but for many, the need for the consistency and structure of in-building instruction become quickly evident. To support struggling students, we deployed social worker and counselor resources to engage in conversations to transition students back into the comprehensive school.

We are encountering increased social-emotional needs. Social workers, family support specialists and counselors found the need to adjust daily practice to address these needs.

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

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

ESSER funds will continue to support salaries for remote teachers for nearly 700 students who chose remote instruction due to the pandemic. Instructional assistants were hired to supervise our classrooms when quarantine resulted in staff absences. This allows the regular classroom teacher to instruct remotely from home, providing continuity for our students. All funds will be expended by June 30, 2021.

Our grab and go food service required disposable containers and name badges to track who received the meals. The funds allowed us to ensure that every student had access to breakfast and lunch from March 2020 through the 2020-2021 school year.

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

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

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

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

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

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

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

USD 305 will use ESSER funds to target pandemic related social-emotional learning loss and academic learning loss. The majority of funds will support direct service to students, but transportation to ensure students have access to before/after school supports will also be provided.

Our intention is to add social workers and family support personnel to address social emotional needs. Both will work to connect families and students with community and school supports. In addition, social workers will work during the school day with small groups of students to provide targeted SEL instruction. Social workers will also support students who are struggling to reengage in the comprehensive school environment.

Academic supports will be provided through interventionists, summer school, before and after school programs, credit recovery and reduced class size. Interventionists, classified and certified, will provide small group instruction targeted to gaps in learning at the elementary and middle school levels. Elementary summer school has been expanded to allow any student who wishes to participate to do so. Elementary summer learning will be in two 3-week sessions with one targeting reading development and the other targeting math development. Both sessions will have social-emotional and elective learning as well. Before and after school programs will be provided. At the elementary level those programs will provide small-group targeted skill instruction. At the secondary level, the focus will be supporting students who didn't pass courses due to intermittent schooling during the pandemic. In addition, our performance-based diploma program will be expanded during the school day to increase access to in-school credit recovery for students who are unable to attend after-school sessions. Class-size reduction will allow us to target elementary needs, specifically at the early grades where the pandemic had a significant impact on reading development.

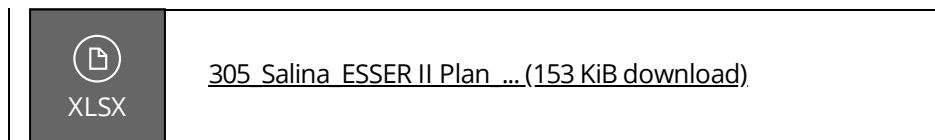
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Each building identified pandemic-related needs and programming to address those needs as part of our application process. Buildings provided how they would identify students for support for each intervention and how they would evaluate success of the intervention. We plan to use a combination of academic and social emotional pre/post measures to determine impact of the programming supported by ESSER funds. We will use pre post phonemic awareness and phonics assessments for early literacy evaluation, the Benchmark Assessment System (BAS) for reading comprehension. In math, we will use the iReady math diagnostic assessments. Credits failed and recovered will be used to measure effectiveness of programming at the secondary level. SRSS screener data, course failures, requests for counselor support, self-harm assessments, and attendance will be used to measure SEL support impact.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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

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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 | Lisa Peters

Date | 05/14/2021

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

USD	District Name	Data as of
305	Salina	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
305-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 350,000	\$ -	\$ 175,000	\$ 175,000	\$ -	1-31-1000-110-0000-41A-64900	
305-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 26,776	\$ -	\$ 13,388	\$ 13,388	\$ -	1-31-1000-220-0000-41A-64911	
305-1-003-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 350	\$ -	\$ 175	\$ 175	\$ -	1-31-1000-260-0000-41A-64912	

305-1-004-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Worker's Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 1,400	\$ -	\$ 700	\$ 700	\$ -	1-31-1000-270-0000-41A-64913
305-1-005-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 24,360	\$ -	\$ 12,180	\$ 12,180	\$ -	1-31-2100-110
305-1-006-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 1,864	\$ -	\$ 932	\$ 932	\$ -	1-31-2100-220-0000-41A-64931
305-1-007-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 24	\$ -	\$ 12	\$ 12	\$ -	1-31-2100-260-0000-41A-64932

305-1-008-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 98	\$ -	\$ 49	\$ 49	\$ -	1-31-2100-270-0000-41A-64933
305-1-009-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 12,000	\$ 3,000	\$ 6,000	\$ 3,000	\$ -	1-31-2400-110-0000-41A-64940
305-1-010-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 918	\$ 230	\$ 459	\$ 229	\$ -	1-31-2400-220-0000-41A-64951
305-1-011-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 12	\$ 3	\$ 6	\$ 3	\$ -	1-31-2400-260-0000-41A-64952

305-1-012-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 48	\$ 12	\$ 24	\$ 12	\$ -	1-31-2400-270-0000-41A-64953
305-1-013-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of iReady software which will be used to assess students and identify gaps in learning due to the pandemic. This purchase includes software for elementary reading and math as well as middle school math.	\$ 360,000	\$ 160,795	\$ 199,205	\$ -	\$ -	1-31-1000-653-0000-412-64020
305-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 305 plans to add certified instructional staff to lower class sizes and provide additional help for students who have experienced learning loss. These include classroom teachers, classroom interventionists and virtual interventionists. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 24.5 staff located in all 12 school buildings	\$ 2,455,684	\$ -	\$ 1,227,842	\$ 1,227,842	\$ -	1-31-1000-110
305-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 305 plans to add classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 16 staff	\$ 621,362	\$ -	\$ 310,681	\$ 310,681	\$ -	1-31-1000-120

305-1-016-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Employer Paid Health Benefit Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 363,200	\$ -	\$ 181,600	\$ 181,600	\$ -	1-31-1000-210
305-1-017-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 235,398	\$ -	\$ 117,699	\$ 117,699	\$ -	1-31-1000-220
305-1-018-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 3,074	\$ -	\$ 1,537	\$ 1,537	\$ -	1-31-1000-260

305-1-019-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Workers Comp Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 12,282	\$ -	\$ 6,141	\$ 6,141	\$ -	1-31-1000-270	
305-1-020-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Employer Paid Retirement Benefit Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 49,000	\$ -	\$ 24,500	\$ 24,500	\$ -	1-31-1000-290	
305-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 37 staff will serve approximately 549 students in this program at multiple locations.	\$ 227,962	\$ -	\$ 113,981	\$ 113,981	\$ -	1-31-1000-110	
305-1-022-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 11 staff will serve students in this program at multiple locations.	\$ 24,912	\$ -	\$ 12,456	\$ 12,456	\$ -	1-31-1000-120	

305-1-023-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	FICA Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 19,648	\$ -	\$ 9,824	\$ 9,824	\$ -	1-31-1000-220
305-1-024-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Unemployment Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 256	\$ -	\$ 128	\$ 128	\$ -	1-31-1000-260
305-1-025-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11B. Planning and implementing supplemental after-school programs	Workers Comp Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 1,028	\$ -	\$ 514	\$ 514	\$ -	1-31-1000-270
305-1-026-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	USD 305 plans to hire additional social workers to support mental health needs of students and families due to the pandemic. 8 FTE	\$ 801,856	\$ -	\$ 400,928	\$ 400,928	\$ -	1-31-2100-110
305-1-027-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	USD 305 plans to hire additional family support workers to support mental health needs of students and families due to the pandemic. 2.5 FTE	\$ 166,436	\$ -	\$ 83,218	\$ 83,218	\$ -	1-31-2100-120
305-1-028-20210608	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	Employer Paid Health Benefit Cost: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 96,800	\$ -	\$ 48,400	\$ 48,400	\$ -	1-31-2100-210

305-1-029-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	FICA Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 74,072	\$ -	\$ 37,036	\$ 37,036	\$ -	1-31-2100-220	
305-1-030-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	Unemployment Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 966	\$ -	\$ 483	\$ 483	\$ -	1-31-2100-260	
305-1-031-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	10. Providing mental health services and supports	Workers Comp Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 3,870	\$ -	\$ 1,935	\$ 1,935	\$ -	1-31-2100-270	
305-1-032-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Employer Paid Retirement Benefit Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 8 FTE	\$ 16,000	\$ -	\$ 8,000	\$ 8,000	\$ -	1-31-2100-290	
305-1-033-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 16,206	\$ -	\$ 8,103	\$ 8,103	\$ -	1-31-2200-120	

305-1-034-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	FICA Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 1,238	\$ -	\$ 619	\$ 619	\$ -	1-31-2200-220	
305-1-035-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 18	\$ -	\$ 9	\$ 9	\$ -	1-31-2200-260	
305-1-036-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Worker's Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Workers Comp Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 64	\$ -	\$ 32	\$ 32	\$ -	1-31-2200-270	
305-1-037-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students.	\$ 38,128	\$ -	\$ 19,064	\$ 19,064	\$ -	1-31-2710-513	

305-1-038-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11B. Planning and implementing supplemental after-school programs	USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students.	\$ 14,388	\$ -	\$ 7,194	\$ 7,194	\$ -	1-31-2710-626-0000-41B
305-1-039-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase personal protective equipment(PPE) such as face masks, instrument bell covers, gloves, etc. to limit spread of COVID19	\$ 58,000	\$ 22,000	\$ 29,000	\$ 7,000	\$ -	1-31-2100-610-0000-407

Kansas CommonApp (2020)

1168-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dGkGyMMd

306_Southeast of Saline_ESSER II Plan_0430

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Southeast of Saline USD 306
Applicant / Mailing Address	5056 E. K-4 Highway • Gypsum, KS 67448
Applicant / First and Last Name of Owner, CEO, or Executive Director	Roger Stumpf
Applicant / Email Address of Owner, CEO, or Executive Director	rstumpf@usd306.org
Applicant / Phone Number	7855364291

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

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

Application details

Full District Name	Southeast of Saline
District Number	306
Mailing Address Street Address	5056 E. K-4 Highway

Mailing Address City	Gypsum
Mailing Address Zip Code	67448
Authorized Representative of the District Name	Roger Stumpf
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	rstumpf@usd306.org
Authorized Representative of the District Phone Number	+17855364291
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	kloader@usd306.k12.ks.us
Other District Representative 2 Email Address	sash@usd306.k12.ks.us

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

Southeast of Saline suffered 9 -weeks of diminished learning when school was dismissed in the Spring of 2020. Although we have not lost a single day of instruction in the 20/21 school year, we have noticed significant impacts to our learning environment. Students are being referred and served by our counseling department and through our Mental Health Pilot Program at a much higher rate. Although we do not have a district operated preschool, we have done kindergarten roundup for next year and have concerns about the impact of wearing masks and social isolation. This continues up through all grades. Some students have performed higher with the alternative learning environments but they are the exception. We are seeing increasing fatigue in students and staff and high levels of stress and anxiety. Many of our mitigation strategies will focus on recovering lost academic skills and addressing the social emotional needs of our population. Much of the cost impact of the pandemic was covered by the Sparks and ESSER I money but those measures did not end at December when the money ran out. We have been covering the costs related to teaching in a pandemic since December and will be asking for some of ESSER II to reimburse those expenses.

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

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 use nearly a third of the ESSER II dollars to reimburse the district for covid related costs already incurred between the time Sparks and ESSER I ended and the time ESSER II was able to be accessed. These expenses include funding the three paraprofessionals and the three long term subs employed in August to assist the district with covid related absences and assist with covid protocols. We also have spent money on PPE and we have paid wages for our gating committee and our Leadership team meets as they met to review protocols and to plan for covid related expenditures like summer school. We will use funds to design and operate a summer school. We are purchasing a K-12 Social Emotional curriculum to address the growing trauma impacted number of students. We are purchasing an ACT preparatory program to address the decline in post secondary preparedness due to remote learning. We will hire two paras for 21-22 to address the needs of the at-risk and delayed related to remote learning and lost learning. One will serve K-6 and the other 7-12. We will send several elementary teachers to a reading training at ESSDACK to address systematic reading loss. We will bring our Elementary and ELA teachers in for one day training on the science of reading. We will pay for a block of decodable readers to increase access to the material needed for these reading programs to function efficiently. And we will purchase a one year extension to our math curriculum to account for the delay in our normal textbook adoption practices due to the work load associated with covid teaching.

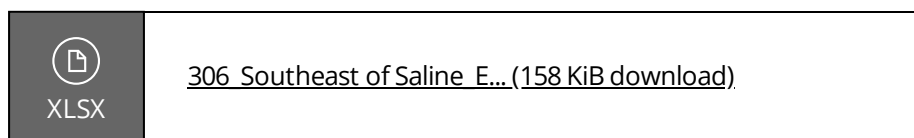
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Southeast of Saline will use the same data tracking that we used to identify learning losses to track the recovery of students through these programs. We are anxious to get our state assessment results back to add to our data pool. We use Fastbridge in the elementary and closely monitor ACT, PSAT, and now PACT scores for trendlines. Like most schools we are nervous about the post secondary success of the classes of 2020 and 2021. We will track college credit earned in HS as well as certificates earned in High School. We also contact graduates one year out to ascertain their progress towards the state definition of success.

Notes on ESSER II application Excel template:

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

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



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

| Roger A. Stumpf

Date

| 05/21/2021

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

USD	District Name	Data as of
306	Southeast Of Saline	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
306-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 306 hired 3 long term paras to assist with covid protocols and reduce class size. We also hired 3 full time substitute teachers to address increased absenteeism due to covid quarantine and illness. The money to pay these hires expired in December and we needed to "continue to employ existing staff of the local educational agency."	\$ 16,857	\$ 16,857	\$ -	\$ -	\$ -	57-2-1000-120	3 Subs references twice; Applicant responded via email (5/26/21): USD 306 hired 3 long term paras to assist with covid protocols and reduce class size. The money to pay these hires expired in December and we needed to "continue to employ existing staff of the local educational agency."
306-1-002-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	15. Developing strategies and implementin g public health protocols for the reopening and operation of school facilities	Staff were paid an hourly rate to meet in committees to "develop strategies and implementing public heealth protocols for the reopening and continued operation of school facilities." Gating committee met weekly for a while then bi-monthly. Meetings were 30 minutes paid at \$20 per hour. Leadership committee met periodically to review remote learning issues and plan for learning loss.	\$ 7,120	\$ 7,120	\$ -	\$ -	\$ -	57-4-2200-110	

306-1-003-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	We purchased a number of different PPE items and cleaning supplies including disinfectants, vacuums, electrostatic sprayers, gloves, and more. These supplies were necessary both to directly attack the virus but also to quicken the cleaning process to allow for the extra burden covid cleaning put on our custodial staff.	\$ 2,028	\$ 2,028	\$ -	\$ -	\$ -	57-4-2600-600
306-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 306 has not operated an academic summer school so this implementation took a lot of planning. We are budgeting for 12 teachers working half days over three weeks hoping to service 120 students. Realistically we fear that we will get half that number of students to enroll. Our budget is attached to the application. Subsequent years of summer school will be funded through ESSER III.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	57-4-1000-110

306-1-005-20210608	Eligible	Direct Allocation	Support Services - School Administration	Debt Service & Miscellaneous	3. Providing principals and other school leaders with resources to address individual school needs	We felt it necessary to provide a comprehensive social emotional curriculum with the accompanying training to address the mental health and social deficits caused by social isolation and mask wearing during FY21. The counseling department chose Character Strong and the staff will be fully trained in the program May 3. This could have fallen under item 10 but we are part of the mental health pilot program and do not want to create conflict or confusion with those services already receiving financial assistance. The district will assume the ongoing costs of this program after this initial start up cost as we feel the needs of our students will not be resolved quickly and this program will provide long term benefits.	\$ 15,889	\$ 15,889	\$ -	\$ -	\$ -	57-1-2400-800	
306-1-006-20210608	Eligible	Direct Allocation	Central Services	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	KSDE has expressed much concern over those students who are close to graduation and have been discouraged from their post-secondary goals due to the remote learning and isolation of covid teaching. In an effort to encourage post secondary goals and maximize the student incentive to move forward with college plans we plan to purchase an ACT test prep program that will be integrated into their college and career MTSS sessions being added into the HS schedule.	\$ 1,985	\$ 1,985	\$ -	\$ -	\$ -	57-1-2500-600	Applicant requested that FY 22 \$1,985 be removed to comply with District Allocation

306-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We intend to hire two paraprofessionals to "meet the comprehensive needs of students." One para will be assigned to K-6 and the other to 7-12. These are new positions in addition to our normal compliment of special education and title paras that will assist struggling students "address learning loss, including low-income students, children with disabilities, and minorities." Budget includes salary and all associated costs. It will be our intension of continuing these two positions with fundign from ESSER III for an additional two years.	\$ 27,181	\$ -	\$ 27,181	\$ -	\$ -	57-2-1000-120	Applicant requested that FY 21 budget be removed; Add FY22 \$27,181
306-1-008-20210608	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	We will be sending several teachers and paraprofessionals to an intensive reading training at ESSDACK over the summer to "address learning loss among student, including low-income, children with disabilities, and minorities by (B) implementing evidence-based activities to meet the comprehensive needs of students."	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	57-4-2200-300	

306-1-009-20210608	Eligible	Direct Allocation	Support Services - School Administration	Debt Service & Miscellaneous	3. Providing principals and other school leaders with resources to address individual school needs	Teachers will be receiving multiple trainings over the summer in the science of reading and we find that we are short in decodable readers to implement these strategies in an effective and efficient way to remediate lost learning. This purchase will provide the elementary principal with the resources necessary to address the reading needs of our students.	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	57-1-2400-800	
306-1-010-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teachers were required to supervise students during mornings in the classroom in order to keep students from congregating in groups and to maintain cohorts for Covid protocols. This additional supervision should be compensated as per our negotiated agreement. Minimum 10 minutes for approximately 50 teachers over 170 days. This equates to about \$2 per day or \$12 per hour based on the 10 minute figure.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	57-4-2200-110	Applicant requested FY21 \$18,000 be amended to \$25,000; Applicant clarified this is a reimbursement.
306-1-011-20210608	Eligible	Direct Allocation	Instruction	Temporarily Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 306 hired 3 full time substitute teachers to address increased absenteeism due to covid quarantine and illness. The money to pay these hires expired in December and we needed to "continue to employ existing staff of the local educational agency."	\$ 34,375	\$ 34,375	\$ -	\$ -	\$ -	57-2-1000-115	

306-1-012-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ	Benefits paid to temporary aide/certified substitute.	\$ 3,967	\$ 3,967	\$ -	\$ -	\$ -	57-2-1000-210	
306-1-013-20210608	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	document camera, individual art supplies	\$ 761	\$ 761	\$ -	\$ -	\$ -	57-1-000-600	Information as it relates to COVID-19; Applicant responded via email: We purchased several document cameras top assist with remote teaching during covid quarantine. We also purchased individual art supplies to reduce sharing in the age of covid because it is very difficult to sanitize every single surface. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

306-1-014-20210608	Eligible	Direct Allocation	Central Services	Supplies & Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	hot-spots x 5 (April, May, June) and content filters	\$ 12,763	\$ 12,763	\$ -	\$ -	\$ -	57-1-2500-600	Information as it relates to COVID-19; Applicant responded via email: We purchased a block of hot-spots with our SPARKS money. As quarantines declined we canceled most of the subscriptions but need to keep several active to help with the occational quarantine of student or teacher. Hot-spots x 5 (April, May, June). With the additional at home use of devices we had to upgrade our content filter to provide filters off campus as well as on campus. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
306-1-015-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	disinfectant	\$ 600	\$ 600	\$ -	\$ -	\$ -	57-4-2600-680	Applicant responded via email: More disinfectant as we went through so much more sanitizing every desk every hour.
306-1-016-20210608	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	disposable gloves for food preparation/handling safety	\$ 650	\$ 650	\$ -	\$ -	\$ -	57-4-3100-680	
306-2-001-20210608	Eligible	True Up Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security contributions for temporary aides/certified substitutes.	\$ 2,507	\$ 2,507	\$ -	\$ -	\$ -	57-2-1000-220	Applicant requested FY21 \$2,507 be moved to ESSERII True Up Allocation

306-2-002-20210608	Eligible	True Up Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment contributions for temporary aides/certified substitutes.	\$ 27	\$ 27	\$ -	\$ -	\$ -	57-2-1000-290	Applicant requested FY21 \$27 be moved to ESSERII True Up Allocation
306-2-003-20210608	Eligible	True Up Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and	Social Security contributions for gating committee (see Line 16)	\$ 9	\$ 9	\$ -	\$ -	\$ -	57-4-2200-220	Applicant requested FY21 \$9. be moved to ESSERII True Up Allocation
306-2-004-20210608	Eligible	True Up Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Extra duty for our school nurse to provide temperature checks.	\$ 41	\$ 41	\$ -	\$ -	\$ -	57-2-1000-117	Applicant requested FY21 \$10 be moved from Direct Allocation to ESSERII True Up Allocation: FY21 \$41.

Kansas CommonApp (2020)

1628-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



weApBAEw

312_Haven_ESSER II Plan_0519

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | Haven USD 312

Applicant / Mailing Address

414 W. Main
Haven, KS 67543

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

Applicant / Email Address of Owner, CEO, or Executive Director | kschwindt@havenschools.com

Applicant / Phone Number | 6204653445

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

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

Application details

Full District Name | Haven

District Number | 312

Mailing Address Street Address	414 W. Main
Mailing Address City	Haven
Mailing Address Zip Code	67543
Authorized Representative of the District Name	Kara Schwindt
Authorized Representative of the District Position or Title	Director of Learning Services
Authorized Representative of the District Email Address	kschwindt@havenschools.com
Authorized Representative of the District Phone Number	+16204653445
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	dhunsberger@havenschools.com
Other District Representative 2 Email Address	cwedel@havenschools.com

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

The lockdown in response to COVID-19 has interrupted our schooling this past year. While we have made efforts to maintain learning during this period, our students have had to rely more on their own resources to continue learning remotely. While we tried micro-cohorts at the elementary level teachers still had to adapt to new modes of instruction which put stress on them and the students. We found that we needed more technology to be more efficient in delivering online/remote instruction. We also found that we needed more staff members to help implement interventions and mental health services. Our mental health services are increasing. It is essential that our mental health issues be identified and treated because research shows mental health and academic achievement are linked. We need to work on building positive relationships in order to gain trust and confidence and be able to help students move forward to be successful. We have 47% of our student population that is ESOL, SPED or in poverty.

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

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

We will be using the remaining ESSER I funds to pay teachers for their time during the time we had micro cohorts. In order to keep students in school we tried micro cohorts so that our elementary students could stay in school. In return some of our teachers did not get their full plan times or lunch times so we are using these funds to pay them for their time.

We are also using the ESSER I funds for additional positions that we hired for like temp takers, extra part time nurse, para's, etc. We are also utilizing the remaining funds for supplies to clean and sanitize the buildings in the District.

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

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

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

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

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

We are proposing to have a Summer Academy that will address the needs of our low income students, children with disabilities and ESL learners. We are using spring AIMSweb data to invite students into the academy and create a hands-on experience for them that will focus on academic and social/emotional needs.

We would like to hire a 7-12 interventionist to provide high quality instruction that will target specific skills for individual students and small groups. This will help with those students that may be behind on skills and get them on grade level. iPADS and Promethean Boards will also be purchased. We would like to have one-to-one devices for our K-2 students to be successful inside and outside of the classroom. Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that.

We would like to make our ½ time counselor into a full time counselor. Currently this position serves half time at two buildings and due to the rise in mental health services making this position full time will help with providing adequate services and support for our students.

We would like to implement an After School Program at the beginning of the 2021-2022 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.

We are in need of a new sanitizing washer and dryer at the Grade School and High School. This will help with cleaning towels, uniforms, and school clothes.

We would like to purchase a SaniDry Sedona Dehumidifier for the basement at the Grade School. This eliminates damp, musty odors by drying and filtering the air.

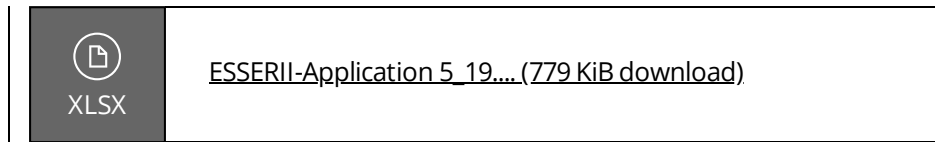
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the impact of our Summer Academy, Interventionist, Counselor, and After School program by using data from our Fastbridge testing. We will be able to address learning loss among students by looking at academic and social/emotional needs for each individual student and help them improve their skills and target what specific skills they are missing. We will be able to meet the needs of our students and teachers by providing technology to all students including our low income families so classroom instruction and home instruction can be provided. We will continue to sanitize and clean the facilities with our sanitizing materials and keep up with maintenance so that everyone feels safe coming into the buildings.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

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

Certification

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

Electronic Signature | Kara A Schwindt

Date | 05/20/2021

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

USD	District Name	Data as of
312	Haven Public School	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
312-1-001-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	11A. Planning and implementing summer learning or enrichment programs	Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care.	\$ 25,652	\$ 25,652	\$ -	\$ -	\$ -	07-2120-00-320-05	Per applicant, Staff: We will hire and prepare teachers for a positive and engaging Summer Academy. We currently have 16 teachers K-12 that are signed up and ready to help with summer school. We have sent out invitations to 141 students. The program runs 4 Days a Week (Monday-Thursday), 8:30 a.m. to 11:30 a.m., June 7-July 1. Free lunch and breakfast will be provided each day for students. Transportation will be provided. Location Information: K-6 Location: Haven Grade School, and 7-12 Location: Haven High School. Planning Time-Teachers will be meeting several times before the beginning of summer school to look at data and plan for instruction. Teachers will be allotted 1 hour of plan time a day when summer school starts to prepare for the day. Teachers are paid \$25/hour and will work four hours Monday through Thursday. Instruction/Curriculum: Students in grades K-8 will experience a hands-on Explorations summer program curriculum. We will be addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Focus areas include: Reading and Math, STEM, Problem-Solving and Team-Building, Social Studies, Civic Engagement, Environmental Education, and Career Exploration. In grades 9-12 we will implement Credit Recovery programs for students in person. Teachers will also be providing individual skill based lessons based off of data and STEM activities. Field Trips- Each week we will also include push in field trips where students can get real world experiences. \$500. Supplies-We are asking for an additional \$1000 in supplies. This includes but is not limited to paper, pencils, crayons, markers, paint, instructional copies, etc. Transportation-The cost for drivers and fuel for the summer is \$3,152.
312-1-002-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Hire an interventionist to provide high quality instruction to individual students and small groups	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	07-2120-00-320-05	Per narrative, We would like to hire a 7-12 interventionist to provide high quality instruction that will target specific skills for individual students and small groups. This will help with those students that may be behind on skills and get them on grade level.

312-1-003-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase one-to-one technology so that students can engage in learning in school or out of school.	\$ 40,800	\$ 40,800	\$ -	\$ -	\$ -	07-2120-00-320-05	Per narrative, iPADS and Promethean Boards will also be purchased. We would like to have one-to-one devices for our K-2 students to be successful inside and outside of the classroom. Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
312-1-004-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase promethean boards so that teachers can reach their students in the classroom and remotely	\$ 24,984	\$ 24,984	\$ -	\$ -	\$ -	07-2120-00-320-05	See line-item 312-1-003-20210608 and further, per narrative, Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

312-1-005-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	10. Providing mental health services and supports	Social/Emotional Support	\$ 27,809	\$ 27,809	\$ -	\$ -	\$ -	07-2120-00-320-05	Per applicant, Yes the request is to help this counselor go from half time to full time. We would like to propose to make our half time counselor position into a full time position. This position is responsible for Haven Middle School and Yoder Charter School. In the past we have only had this position as part time. Due to all of the social/emotional concerns and processes that we are putting in place we would like to make this position full time with the help of ESSER funds. Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, post-secondary institutions, student services personnel, business and industry, and the community. There are benefits to helping each one of these groups. Benefits for students include: Prepares students for challenges of the 21st century through academic, career and personal/social development; Relates educational program future success; Facilitates career exploration and development; Develops decision-making and problem solving skills; Assists in acquiring knowledge of self and others; Enhances personal development; Assist in developing effective interpersonal relationship skills; Broadens knowledge of our changing world; Provides advocacy for students; Encourages facilitative, cooperative peer interactions; Fosters resilience factors for students; and Assures equitable access to educational opportunities. School counselors provide a lot of support to teachers by completing a team that can effectively address the educational goals and needs of students, leading to an increase in student achievements. The biggest benefit of school counselors is that they prepare students for academic, career and social challenges by relating educational agendas to their success in the future. They make students motivated learners and facilitate their exploration of careers. With this new position we are requesting \$27,808.50 to support the other half of the counselors salary. This includes benefits as well.
312-1-006-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	11B. Planning and implementing supplemental after-school programs	Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care.	\$ 48,822	\$ 48,822	\$ -	\$ -	\$ -	07-2120-00-320-05	Per narrative, We would like to implement an After School Program at the beginning of the 2021-2022 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.
312-1-007-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Sanitizing Washer/Dryer for uniforms, towels, clothes, etc.	\$ 17,713	\$ 17,713	\$ -	\$ -	\$ -	07-2120-00-320-05	

312-1-008-20210608	Eligible	Direct Allocation	Guidance Services	Professional - Education Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Improve air quality in the school	\$ 5,273	\$ 5,273	\$ -	\$ -	\$ -	07-2120-00-320-05	Per applicant, This relates to Number 14 on the use of relief funds. We are trying to improve the air quality of the grade school facility. This will help with ventilation and purification of the air. We would like to request the SaniDry Sedona Dehumidifier for the basement at the Grade School. This eliminates damp, musty odors by drying and filtering the air. It's an effective and energy-efficient flow through the dehumidifier. It will also help save on electricity by keeping the school dry and healthy. We will also purchase a year worth of filters to change out when it is time. Further, per applicant, the filters will be COVID compliant filters.
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Kansas CommonApp (2020)

1577-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

325PhillipsburgESSERIIplan510



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Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Phillipsburg USD #325

Applicant / Mailing Address

| 240 South 7th

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

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

Applicant / Phone Number | 7855435281

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

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

Application details

Full District Name | Phillipsburg

District Number | 325

Mailing Address | Street Address | 240 S 7TH STREET

Mailing Address City	Phillipsburg
Mailing Address Zip Code	67661
Authorized Representative of the District Name	Michael Gower
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mgower@usd325.com
Authorized Representative of the District Phone Number	+17855435281
Would you like to additional district representatives to the application?	No

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

Emotional impact has been a concern as well as learning loss but I must admit we are lucky enough to have been face to face all year. We hired extra staff to help with remote learners who so chose and extra staff for cleaning and preparing meals. We also served all meals in alternate locations such as gyms and classrooms.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

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

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

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

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

We will provide summer school both this summer and next summer. We will hire extra aides to help with learning loss in the elementary and also purchase some extra programs to track learning loss/gains as we try to combat the impact of COVID. We would like to add windows at the high school that open so we can get fresh air into the building. We would like to add auto faucets to reduce the spread of germs.

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

We hope to improve reading and math scores on our screeners and with the window installation and fresh air moving through the building we want to reduce illnesses and absences.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Michael E Gower

Date | 05/17/2021

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

USD	District Name	Data as of
325	Phillipsburg	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
325-1-001-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school to address learning loss in reading, math, social-emotional for K-4	\$ 5,603	\$ 5,603	\$ -	\$ -	\$ -	17-2600-110	Additional detail regarding link to Covid added at the request of Michael Gower, Supt
325-1-002-20210608	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Extra help to address learning loss	\$ 48,573	\$ 48,573	\$ -	\$ -	\$ -	17-2600-120	
325-1-003-20210608	Eligible	Direct Allocation	Support Services	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lexia program to address learning loss in reading.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	17-2600-735	Additional detail regarding the program selected and link to Covid added at the request of Michael Gower, Supt
325-1-004-20210608	Eligible	Direct Allocation	Support Services - Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary	math textbooks to address learning loss	\$ 60,000	\$ 60,000	\$ -	\$ -	\$ -	17-2600-644	

325-1-005-20210608	Eligible	Direct Allocation	Safety	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	automatic no touch faucets to reduce risk of virus transmission	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	17-2600-430	Additional detail regarding link to Covid added at the request of Michael Gower, Supt
325-1-006-20210608	Eligible	Direct Allocation	Building Improvements	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	windows at PHS to improve air flow and reduce risk of virus transmission as many windows do not currently open	\$ 178,740	\$ 178,740	\$ -	\$ -	\$ -	17-4000-430	

Kansas CommonApp (2020)

1570-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XMOBdMvG

333_Concordia Public Schools_ ESSER II Plan_0426

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 333 Concordia Public Schools
Applicant / Mailing Address	217 W. 7th St Concordia, KS 669901
Applicant / First and Last Name of Owner, CEO, or Executive Director	Ronda Gumm
Applicant / Email Address of Owner, CEO, or Executive Director	ronda.gumm@usd333.com
Applicant / Phone Number	785-243-3518

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

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

Application details

Full District Name	Concordia Public Schools
--------------------	--------------------------

District Number		333
Mailing Address Street Address		217 West 7th st
Mailing Address City		Concordia, KS
Mailing Address Zip Code		66901
Authorized Representative of the District Name		Ronda Gumm
Authorized Representative of the District Position or Title		District Business Manager
Authorized Representative of the District Email Address		ronda.gumm@usd333.com
Authorized Representative of the District Phone Number		+17852433518
Would you like to additional district representatives to the application?		No

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

COVID -19 has had a huge impact on how we operate as a district. From getting laptops in the hands of all of our students last spring so that we could proceed remotely, to bringing students safely back into our buildings, it has been a year full of challenges! The cost of all of the additional laptops was a large part of our ESSER I funding. That remote learning experience was not the best for a lot of our students. We felt that getting our students back to in person learning as soon as possible was in their best interest. However, we also had to provide for the students whose families did not feel safe in doing so. The impact that teaching in person students and at the same time addressing the needs of the students learning remotely has been stressful to our teachers. A large part of our request for ESSER II funds is related to these issues. Teacher cameras, online curriculum, new teacher laptops that can keep up without lag time, and Clear Touch boards that can aid in both in person & remote learners all address the challenges that we have faced this school year. We are also implementing expanded summer school classes to address learning loss and help ensure that our students remain on grade level. As stressful and uncertain as this year has been, we feel that we have successfully rose to those challenges and are better equipped to handle what other ones we may face.

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

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

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

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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

We propose using the ESSER II direct district allocation in the following manner: 1. Cleaning supplies, plexiglass screens, & other PPE to reduce the spread of COVID. 2. Thermal scanners and thermometers to prevent the spread of COVID-19 3. Purchase K-12 curriculum with online materials & components 4. Content filtering for at home online learning 5. Technology software & hardware to address online learning as well as in person learning--Teacher cameras, teacher laptops, Clear Touch boards, & networking equipment 6. Teacher & para wages & payroll taxes, transportation expenses, curriculum and instructional supplies for summer school classes 7. Wages paid to employees while quarantined due to COVID or COVID exposure 8. Professional development to address learning loss & adaptive learning. All of these expenses directly impact our students' safety and ability to learn both in the classroom as well as remotely.

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

We are engaged in ongoing reviews of student data. State assessment scores, Aimsweb data, ACT Suite of Assessments and other measures are used to determine effectiveness of current programs and to determine direction for future enhancements. We will continue to utilize formative and summative assessments to map growth in reading and math. We use the Multi-Tier Systems of Support Model to help meet learners' needs. Aimsweb is used as a universal screener for students K-8. Monitoring reports show student progress towards goals and determine effectiveness of interventions. We are working with Kansas MTSS and have purchased Fastbridge to provide a more systematic approach for district formative and summative assessment, dyslexia screening and social emotional monitoring. Transitioning from Aim's Web to "Fastbridge" K-12 will monitor progress K-8 through Aims to provide longitudinal data. 9-12 will be primarily handled through ACT and State Assessment data, and credit recovery.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Ronda L. Gumm

Date | 04/27/2021

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

USD	District Name	Data as of
333	Concordia	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
333-1-001-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE for approximately 1100 students & staff to reduce spread of COVID	\$ 22,568	\$ 22,568	\$ -	\$ -	\$ -	67 E 2100 610 8000 000	
333-1-002-20210608	Eligible	Direct Allocation	Support Services (Students)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Thermal scanners & thermometers, Plexiglass screens, sprayer, etc. for 1100 students & staff to reduce spread of COVID.	\$ 47,291	\$ 47,291	\$ -	\$ -	\$ -	67 E 2100 730 8000 000	
333-1-003-20210608	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase K-12 curriculum with an on-line component for materials & instruction for online learning	\$ 126,637	\$ 126,637	\$ -	\$ -	\$ -	67 E 1000 644 8000 000	Reimbursement to start 2020-2021 (remote/students were in quarantined during 20-21). Applied Educational Systems' Online Health Science Curriculum- online PE, IXL licenses- ELA/Math, approximately 1100 K-12; Lexia Reading Interventions/Online Based K-8 MTSS; Great Minds K-12 Math Curriculum with instruction, materials, and assessments; Delta FOSS science online 3rd-6th; Greenbox Learning K-8 Online/Web Based Math intervention licenses; SeeSaw Learning online classroom management. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

333-1-004-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase Go Guardian Content Filtering at home for COVID online learning.	\$ 7,035	\$ 7,035	\$ -	\$ -	\$ -	67 E 1000 650 8000 000	Reimbursement to start 2020-2021 (remote/students were in quarantine during 20-21 school year). Used to protect students while online. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
333-1-005-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional classroom supplies to allow for cleaning & disinfecting between uses.	\$ 295	\$ 295	\$ -	\$ -	\$ -	67 E 1000 610 8000 000	Reimbursement

333-1-006-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 333 is requesting ESSER II funding to acquire new Dell 5520 laptops for teachers. These laptops will support in-class learning as well as remote learning. With remote learning, teachers' laptops are extremely vital in delivering the best environment at home and in the classroom. COVID has required our curriculum resources to be mostly digital/online. Due to this digital demand, laptops are struggling to maintain all of the necessary teacher resources. Instruction time can be hampered due to outdated devices causing disengagement with students. To alleviate this issue we are requesting 60 teacher laptops and docking stations. for a total of \$571,182.10. Clear Touch display boards with the snowflake software are innovative and give teachers power to facilitate collaboration, create engaging lessons, and promote student achievement. Clear Touch is suited for in-class or remote instruction for all grade levels. The integrated snowflake software provides opportunities for the teacher to maximize learning and engagement and provide a safe community for online and small group collaboration. It allows simultaneous personalization instruction making the curriculum relevant to students' lives. With the recent school shutdowns and the loss of valuable time in the classroom, clear touch display boards with the snowflake software allow teachers to spend less time preparing and more time working with students. We can capitalize on this and get back educational time lost from this pandemic. Clear Touch combined with snowflake is the only technology that allows teachers to divide a touchscreen into independent, personalized zones. This personalization enables the educator to choose the teaching resources that work best for their students and display different content and activities in different zones. Total for CES \$130,415.00 & total for Jr/Sr High \$157,805.00. Network equipment \$5,120.00.	\$ 288,220	\$ 288,220	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	Clear Touch allows for content to be shared through devices for those students who are quarantined or remote. Currently experiencing Lag time in sharing content to those students who may be remote and it needs to be addressed (phone call 5/18/21). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
333-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for certified staff while they were quarantined due to COVID or COVID exposure.	\$ 7,952	\$ 7,952	\$ -	\$ -	\$ -	67 E 1000 110 8000 000	
333-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for classified staff while they were quarantined due to COVID or COVID exposure	\$ 3,148	\$ 3,148	\$ -	\$ -	\$ -	67 E 1000 120 8000 000	

333-1-009-20210608	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for school nurse staff while quarantined for COVID or COVID exposure.	\$ 1,735	\$ 1,735	\$ -	\$ -	\$ -	67 E 2130 110 8000 000	
333-1-010-20210608	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for transportation employees while they were quarantined due to COVID or COVID exposure.	\$ 1,450	\$ 1,450	\$ -	\$ -	\$ -	67 E 2720 120 8000 000	
333-1-011-20210608	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for food service employees while they were quarantined due to COVID or COVID exposure.	\$ 1,657	\$ 1,657	\$ -	\$ -	\$ -	67 E 3120 120 8000 000	
333-1-012-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for maintenance & custodial staff while they were quarantined due to COVID or COVID exposure.	\$ 2,370	\$ 2,370	\$ -	\$ -	\$ -	67 E 2620 120 8000 000	
333-1-013-20210608	Eligible	Direct Allocation	Guidance Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for guidance secretary while she was quarantined due to COVID or COVID exposure.	\$ 756	\$ 756	\$ -	\$ -	\$ -	67 E 2120 120 8000 000	

333-1-014-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay wages for building secretaries while they were quarantined due to COVID or COVID exposure.	\$ 319	\$ 319	\$ -	\$ -	\$ -	67 E 2400 120 8000 000
333-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay certified wages for K-6 plus Jr/Sr High summer school for 7 certified teachers at \$25.00/Hr + 1 program coordinator for 20 days of classes. Summer school is used to increase student achievement that lags due to COVID.	\$ 22,250	\$ 22,250	\$ -	\$ -	\$ -	67 E 1000 110 8001 000
333-1-016-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay classified wages for K-6 plus Jr/Sr High summer school for 6 paras + 1 para/sec at \$20.00/Hr for 20 days of classes. Summer school is used to increase student achievement that lags due to COVID.	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	67 E 1000 120 8001 000
333-1-017-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	FICA/Medicare taxes on certified & classified instructional staff for 20 days of Summer School	\$ 2,773	\$ 2,773	\$ -	\$ -	\$ -	67 E 1000 221 8001 000
333-1-018-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Basic supplies/curriculum and field trips/summer fun for 20 days of Summer School classes. Summer school is used to increase student achievement that lags due to COVID.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	67 E 1000 610 8001 000
333-1-019-20210608	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Transportation wages for 20 days of Summer school classes including any field trips	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	67 E 2720 120 8001 000

333-1-020-20210608	Eligible	Direct Allocation	Student Transportation Services	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	FICA/medicare taxes on transportation wages for 20 days of Summer School	\$ 92	\$ 92	\$ -	\$ -	\$ -	67 E 2720 221 8001 000
333-1-021-20210608	Eligible	Direct Allocation	Student Transportation Services	Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transport	11A. Planning and implementing summer learning or enrichment programs	Estimated mileage costs at \$1.00/mile for 20 days of Summer School including field trips	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	67 E 2720 519 8001 000
333-1-022-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Cost of speaker for Adaptive Schools professional development to address gaps in learning due to the pandemic	\$ 3,200	\$ 3,200	\$ -	\$ -	\$ -	67 E 2213 330 8000 000
333-1-023-20210608	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Certified Salaries	10. Providing mental health services and supports	Pay for salary & benefits to hire a social worker to provide mental health & social support to our students who are struggling academically & socially or who are feeling disengaged during this pandemic	\$ 46,174	\$ -	\$ 46,174	\$ -	\$ -	67 E 2110 110 8000 000

333-1-024-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Teacher cameras so students can see teachers for online learning \$10,050	\$ 10,050	\$ 10,050	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	Reimbursement cameras for teachers for beginning of 20-21 school year since previous teacher laptops did not have cameras for remote instruction/instruction for students in quarantine (phone Call 5/18). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
333-1-025-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Network equipment \$5,120.00.	\$ 5,120	\$ 5,120	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	*Reimbursement* Outdoor access points for parking lots so students without internet could do work while in quarantine/remote (phone call 5/18). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

333-1-026-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 333 is requesting ESSER II funding to acquire new Dell 5520 laptops for teachers. These laptops will support in-class learning as well as remote learning. With remote learning, teachers' laptops are extremely vital in delivering the best environment at home and in the classroom. COVID has required our curriculum resources to be mostly digital/online. Due to this digital demand, laptops are struggling to maintain all of the necessary teacher resources. Instruction time can be hampered due to outdated devices causing disengagement with students. To alleviate this issue we are requesting 60 teacher laptops and docking stations. for a total of \$71,182.10.	\$ 71,182	\$ 71,182	\$ -	\$ -	\$ -	67 E 1000 734 8000 000	Reimbursement for Laptops purchased and received in the 2020-2021 School Year. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
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Kansas CommonApp (2020)

1021-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

353_Wellington_ESSER II Plan_0406



KWdjzGDV

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Unified School District No 353

Applicant / Mailing Address

| 221 S Washington
Wellington KS 67152

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

Applicant / Email Address of Owner, CEO, or Executive Director | wgoodrum@usd353.com

Applicant / Phone Number | 6203264300

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

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

Applicant / Federal EIN (if applicable) | 480722943

Applicant / Website Address (if applicable) | www.usd353.com

Application details

Full District Name		Unified School District No 353
District Number		353
Mailing Address Street Address		221 S Washington Ave
Mailing Address City		Wellington
Mailing Address Zip Code		67152
Authorized Representative of the District Name		Wendy Goodrum
Authorized Representative of the District Position or Title		Finance Director
Authorized Representative of the District Email Address		wgoodrum@usd353.com
Authorized Representative of the District Phone Number		+16203264300
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		ahatfield@usd353.com
Other District Representative 2 Email Address		jkern@usd353.com

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

Covid-19 has impacted USD 353 in a variety of ways from lower test scores to quarantine periods affecting student/teacher interaction to financial impacts in meeting online learning needs as well as additional facility and health and sanitation practices. Many homes in our community do not have internet nor the financial means to purchase technology to bridge gaps in online learning. The district has provided additional support in this area. Cleaning and sanitation practices have increased. Many more resources have been purchased to support individualized equipment per student to assist with limiting sharing and distribution on germs.

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

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

We anticipate the remaining ESSER I funds to go directly toward summer school resources, salaries and additional school technology need

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 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 funding will be used to purchase supplemental curriculum as well as summer school and after school staff and programs to help students to make up any losses they have encountered. We are also purchasing furniture that allows our students to maintain social distancing as much as possible. Masks, cleansers and supplies needed to slow the spread of germs will also be purchased. Facility upgrades such as HVAC systems and air circulation will be implemented to ensure safety of students and staff. Additional MTSS support and curriculum is also needed and will be purchased. Technology such as Chromebooks, remote teaching supplies and internet access for students who do not have it will be purchased to support students while working from home as well as in the school building. Our teachers stream the remote students into their classrooms while they teach dually to both. This requires upgrades in sound quality, cameras to capture the interactive whiteboards, and the interactive whiteboards themselves. Paying teachers for professional development on new curriculum and social emotional strategies as well as technology integration strategies will support the needs of our teachers and para staff throughout the pandemic. Our special education staff will require the PD, technology tools and online curriculum tools to provide special education support in both remote and face to face situations. Upgrades in transportation are also needed to provide transportation during this time for those in need. STEM and PBL resources are also being implemented to support the needs of students and to help all students learn to think critically.

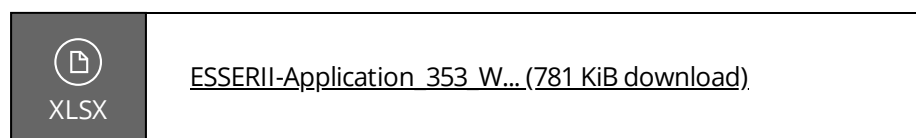
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Currently, our Fastbridge scores are used to determine the academic needs of our students. We have seen a decline in scores from the Fall of 2019 to the present of approximately 12% districtwide. We will look at the scores to determine the impact of curriculum, professional development, and remote learning. We will use this to determine the success of our summer school program, after school program and MTSS. We will also use attendance data (absences due to illness) to determine the effectiveness of our safety precautions. It is hoped that our students will attend at a normal rate as opposed to the high number of absences during the pandemic.

Notes on ESSER II application Excel template:

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

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



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 | Wendy Goodrum

Date | 05/04/2021

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

USD	District Name	Data as of
353	Wellington	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
353-1-001-20210608	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Salaries for 10 teachers extending through summer/ 10 Paras. The summer school program is planned to be an extension of the school year and getting students caught up/prepared for the next grade level.	\$ 120,000	\$ -	\$ 120,000	\$ -	\$ -	62700	
353-1-002-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Curriculum needs, games, general material needed to extend the school year...focusing on reading, math, technology and art.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	62710	
353-1-003-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	3 Administrators to supervise, organize and plan summer school curriculum and activities focused on filling learning gaps caused by COVID over the last year. Our summer school program is open to all students in the USD 353 district.	\$ 41,280	\$ -	\$ 41,280	\$ -	\$ -	62720	

353-1-004-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	System upgrades to facilitate continuation of remote/virtual learning opportunities going into the the years post-covid, projectors, ipads, osmos, upgraded whiteboards.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	62780	<p>Per email with district: STEM activities using ipads (for coding and Osmo software) and Osmos (giving students hands on activities to do with technology to solve problems) provide students with opportunities to bridge the gap of learning loss through alternative avenues of learning that engage students. Projectors and whiteboards are used to stream for remote learning and face to face learning to present learning material for student understanding. Teachers have created flipcharts to use with their curriculum to present the material in a sequential and organized manner that help students connect learning. Hotspots have also been purchased for students that do not have internet at home. Whether remote or face to face, our students take chromebooks home for homework and learning. In our district, where over 60% of students are free and reduced, this is helpful to create an equal opportunity for learning. We are requesting additional funds to fill in areas that are not forseen in the event of an emergency for the support of students.</p> <p>IPads: 10K; Osmos: 1600; Projectors: 50K (31); Whiteboards: \$19,500; Hot spots:10K; Other: 9K...addition support to meet the building needs as they arrive.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>
353-1-005-20210608	Eligible	Direct Allocation	Computer-Assisted Instruction Services	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	secondary screens, camera systems for buildings and athletic facility streaming, Stem software, online learning, coding	\$ 75,000	\$ -	\$ 75,000	\$ -	\$ -	62880	<p>Per email with district: Athletic streaming will be used in the future at events when needed to limit in-person attendance is an ineligible item. The district would like to delete that from the applications. The amount will remain the same. Secondary ed screens will be used for streaming, google meets, zooms, etc. Facilitating learning and conferences that need to happen remotely. Through our exploration of distance learning, we've found an area that is difficult to accomplish is ensuring that students are using critical thinking skills in problem solving situations. STEM software and assignments give students opportunities to learn through hands on problem solving situations. Research has also shown that PBL and STEM help us to reach students that live in poverty. Wellington USD 353 has an approximate 60% free and reduced population. Update from district 05/27/21:Online learning curriculum, STEM software and virtual classroom set up will take on the bulk of this budget (\$50K)...we are looking at filling gaps in our remote teaching needs, specifically science and technology at our high school. Large screens for conferencing/class usage will be at the secondary level...two screens for approximately \$25K.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>

353-1-006-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	All of our schools are in need of facility repairs, our focus will be on window replacement, nurse facility changes, students desks to increase social distancing.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	62888	Per email from district: We have bid 4 district buildings all needing window replacement in excess of 500K...we plan on using a portion of this expense through ESSER II. Through this pandemic we have recognized that our facilities are not set-up well for distancing sick students from well students...we are looking at modifying our nurses areas in various buildings:\$5,000. Windows: \$75,000. (ventilation) Student Desks: \$70,000 (Social Distancing...reorganizing our Middle School classrooms).
353-1-007-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air	We are planning a review of all HVAC systems, filter changes, and upgrades related to air flow and circulation	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	62890	Allowable if CDC guidelines are met.
353-1-008-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Cleaning Services	7. Purchasing supplies to sanitize and clean LEA and school facilities	Continued purchases related to cleaning, sanitizing, and custodial services	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	62900	

353-1-009-20210608	Eligible	Direct Allocation	Central Services	Other Professional Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and providing educational services consistent with applicable requirements	Administrative personel to coordinate additional communication, ESSER reporting, assistance with planning general school needs and requirements for continued learning and integration of online learning and student/staff health going forward.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	62458	
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Kansas CommonApp (2020)

1007-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

368_Paola_ESSER II Plan_0525



jjmXXnVI

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Paola School District

Applicant / Mailing Address

| 1115 East 303rd Street
| Paola, KS 66071

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

Applicant / Email Address of Owner, CEO, or Executive Director | matt_meek@usd368.org

Applicant / Phone Number | 913-294-8000

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

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

Applicant / Federal EIN (if applicable) | 48-0720746

Applicant / Website Address (if applicable) | www.usd368.org

Fiscal Agent / Name (if applicable) | Jimmy Hay

Fiscal Agent / Email (if applicable) | jimmy_hay@usd368.org

Fiscal Agent / Mailing Address (if applicable)

1115 East 303rd Street
Paola, KS 66071

Application details

Full District Name	Paola School District
District Number	368
Mailing Address Street Address	1115 East 303rd Street
Mailing Address City	Paola
Mailing Address Zip Code	66071
Authorized Representative of the District Name	Matt Meek
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	matt_meek@usd368.org
Authorized Representative of the District Phone Number	+19132948000
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jimmy_hay@usd368.org

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

In a normal year, approximately three students enroll in our virtual program. This year enrollment climbed to 75. Another 125 students enrolled in remote learning. District enrollment was down 151 students from last year. Some of the enrollment decline was expected, but not to this extreme. Many families chose to homeschool or seek outside virtual programs not offered by the district. Students enrolled in virtual/remote have struggled to stay engaged even with needed safety nets and structure to help them be successful. Many home-schooled students have returned academically behind their peers. Academic data shows that as a cohort, grades 1st-8th scored lower on the Measures of Academic Progress assessment in math during fall 2020 testing after being out of school during the spring of 2020. Students in grades 1st-5th decreased in the area of reading. Roughly a third of high school students were below grade level in the fall of 2020 in reading and math. For this academic year, 91 students and 51 staff have contracted the COVID-19 virus and hundreds of students had to quarantine for being close contacts resulting in large loss of academic time and instruction. Spring assessment data is being analyzed to determine what gains/losses have been made as a cohort and on an individual basis for proper placement in necessary

programs for the summer and fall of 2021. Social emotional data shows many students struggle with fear concerning contracting COVID, family members losing jobs, and having less socialization opportunities due to cohorting of students.

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

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

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

- To address learning loss due to the COVID-19 pandemic, the district proposes spending ESSER II funds for the following summer programs:
 - o Approximately 125 elementary students will participate in a Jump Start program lasting two weeks in preparation of the 2021-2022 school year. These identified students continue to perform below their peers academically and/or socially.
 - o Identified, elementary and middle school students will have the opportunity to participate in individual tutoring sessions to work on academic skills they continue to struggle with. Specific areas of need, as identified by the various assessments, will be addressed.
 - o Expanded credit recovery program to address the increased number of students who have failed classes due to the pandemic.
- To address extra responsibilities required of licensed staff during the 2020-2021 school year.
 - o Pay for working additional hours planning for optional remote learners and remote learners under quarantine and for enhanced disinfecting protocols in learning spaces required outside contract duty day.
- To address learning loss due to the COVID-19 pandemic, the district proposes spending ESSER II funds during the 2021-2022 school year:
 - o Professional development to train staff in reading, student mental health, how to lead and teach during a pandemic.
 - o Contract with the local mental health agency to provide mental health support for students during the school day.
 - o Additional staff
 - English, elementary, instructional coach, intervention coordinator, organizational studies, at-risk math teachers to lower class sizes and provide interventions needed.
 - Additional health staff to care for and treat students who have contracted the COVID-19 virus and to oversee expanded health protocols in schools due to the pandemic.
- To address HVAC upgrades needed by replacing variable air volume boxes to better control outside clean air flow inside the buildings to control the COVID-19 virus.

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

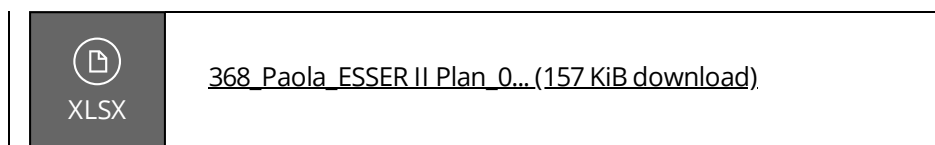
The following measurements will be utilized to determine the impact of ESSER II funds on students:

- Formative and Summative Assessments
 - o Measures of Academic Progress (MAP) Assessments
 - o State Assessments
 - o Panorama
 - o Math & Reading Diagnostics
- Attendance Rates
- Graduation Rates
- Air quality within the buildings

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Matt Meek / Jimmy Hay

Date | 05/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
368	Paola	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
368-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Add additional days for paraprofessionals for professional development working with at-risk students in reading comprehension who are behind their peers.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	49255	COVID relation addressed in narrative
368-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Expand Title I program with additional half time Title teacher.	\$ 46,283	\$ -	\$ 46,283	\$ -	\$ -	49250	COVID relation addressed in narrative
368-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional half time Instructional Coach to train and work along side teachers implementing evidence-based activities to and track effectiveness of MTSS strategies for struggling learners.	\$ 37,867	\$ -	\$ 37,867	\$ -	\$ -	49250	COVID relation addressed in narrative
368-1-004-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional nursing staff to care for and track and treat students who may have symptoms or COVID and to act as a liaison with the local health department on proper quarantines of students and staff.	\$ 69,901	\$ -	\$ 69,901	\$ -	\$ -	49255	

368-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire intervention coordinator to work closely with special education, title, mental health, and other local agencies to meet needs of students affected by being out-of-school due to the COVID pandemic.	\$ 55,000	\$ -	\$ 55,000	\$ -	\$ -	49250	
368-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional English teacher to lower class size for COVID related safety by increasing physical space in class and provide more individualize interaction for students with learning loss.	\$ 50,827	\$ -	\$ 50,827	\$ -	\$ -	49250	
368-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire organizational studies teacher to provide MTSS services for students who have fallen behind due to COVID pandemic and not being in school during school shut down and remote learning.	\$ 51,554	\$ -	\$ 51,554	\$ -	\$ -	49250	
368-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire additional elementary teacher to lower class size for COVID related safety by increasing physical space in class and maintain cohorting of class.	\$ 47,534	\$ -	\$ 47,534	\$ -	\$ -	49250	
368-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Expand MTSS program with additional half time Math Interventionist teacher.	\$ 40,710	\$ -	\$ 40,710	\$ -	\$ -	49250	

368-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payments to staff for additional duties outside contract as a result of COVID-19 pandemic. These additional duties included, but not limited to: disinfecting classrooms, additional planning needed to meet needs of both in-person and remote students and the differentiation of lesson plans due to teaching both groups.	\$ 162,297	\$ 162,297	\$ -	\$ -	\$ -	49250	
368-1-011-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Added staff to work with increased number of virtual students due to not wanting to attend in person classes because of COVID pandemic.	\$ 28,000	\$ -	\$ 28,000	\$ -	\$ -	49255	
368-1-012-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Conduct summer school jump start program for elementary students who have suffered learning loss due to the COVID-19 pandemic. (15 teachers/120 students)	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	49250	
368-1-013-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Conduct individual and small group tutoring for k-12 students who are behind on academic skills and credits as a result of learning loss due to the COVID-19 pandemic	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	49250	

368-1-014-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Remote learning materials for students unable to attend in-person tutoring to bridge academic skills from spring 2021 to fall 2021.	\$ 2,850	\$ -	\$ 2,850	\$ -	\$ -	49300	COVID relation addressed in narrative. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
368-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Conduct after school tutoring during the 2021-2022 school year to allow for further instruction of students who need the extra help and instruction not available during the school day as part of MTSS framework.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	49250	COVID relation addressed in narrative
368-1-016-20210608	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Provide transportation to students enrolled in Jump Start and tutoring programs.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	49350	COVID relation addressed in narrative
368-1-017-20210608	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Contract with local mental health agency to provide counseling and mental health access to students during the school day.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	49350	COVID relation addressed in narrative
368-1-018-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Provide three years of staff development for training all staff in the teaching of reading to address learning loss and to help students who are behind due to school shutdowns and remote learning.	\$ 92,900	\$ -	\$ 92,900	\$ -	\$ -	49350	

368-1-019-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Providing administrators with resources and professional development to lead during the pandemic and addressing learning loss.	\$ 18,891	\$ -	\$ 18,891	\$ -	\$ -	49350	
368-1-020-20210608	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Contract to provide mental health access and supports for students virtually.	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	49350	COVID relation addressed in narrative
368-1-021-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replace variable air volume boxes to better control clean air flow inside the buildings for better air quality and control the COVID-19 virus.	\$ 291,225	\$ -	\$ 291,225	\$ -	\$ -	49350	Allowable if CDC guidelines are met.
368-1-022-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase iPads for remote learning activities and to help properly distance students within the classroom	\$ 19,627	\$ 19,627	\$ -	\$ -	\$ -	49300	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

368-1-023-20210608	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Administration charge for administering COVID vaccine to staff.	\$ 2,768	\$ 2,768	\$ -	\$ -	\$ -	49350	
368-1-024-20210608	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies and disinfectant to properly sanitize to mitigate COVID exposure within the school buildings.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	49300	

Kansas CommonApp (2020)

1637-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JpBGDavK

382_Pratt_ESSER II Plan_0521

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Pratt Schools

Applicant / Mailing Address

| 401 S. Hamilton

Applicant / First and Last Name of Owner, CEO, or Executive Director | Tony Helfrich

Applicant / Email Address of Owner, CEO, or Executive Director | tony.helfrich@usd382.com

Applicant / Phone Number | 620-672-4500

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Pratt Schools

District Number | 382

Mailing Address | Street Address | 401 S. Hamilton

Mailing Address City	Pratt
Mailing Address Zip Code	67124
Authorized Representative of the District Name	Tony Helfrich
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	tony.helfrich@usd382.com
Authorized Representative of the District Phone Number	+16206724500
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	linda.kumberg@usd382.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We lost in-person instruction for all students for the entirety of the 4th quarter of the 2019-2020 school year and we saw steep academic performance declines on our AIMSWEB testing and other diagnostic tests for PreK - 12 students. Our more vulnerable, at-risk population overall showed a greater learning loss over what would've been normally expected. We have seen tremendous growth during the 2020-21 school year but still show more students in academic need on reading and path per our assessments than on a normal school year. We did stay in-person learning throughout the 2020-21 school year but experienced more student absenteeism with forced quarantines per health protocols. We did a virtual summer school in the summer of 2020 and it had some positive impact, but we had most students out of school from March 2019 until almost September 2019 and this longer-than-normal separation from the direct school building appeared to impact student study habits and motivation--we saw triple the numbers of students in academic warning for grades and requiring summer school for promotion. For this reason, we do feel we have increased needs in the area of social-emotional health.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and 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.

Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial

position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.

Pratt will add an MTSS Coordinator position for the middle school to develop and implement a comprehensive remediation program for middle school students. This position will be funded for the 2021-22 and 2022-23 school years. This position will also provide social and emotional support as part of the objective of the position.

Pratt will increase Preschool learning opportunities to address the gaps from a loss in preschool education during the pandemic. We are increasing our offering from 4 days to 5 days/week and including a full-day option. We are hiring an additional position and offering the opportunity for a hot lunch for all preschool students. We will use ESSER II money to purchase equipment to achieve that objective.

We are purchasing cleaning equipment, which will allow for frequent cleaning of common areas and prevent disease spread. We are proposing to direct most of our additional dollars towards HVAC improvements for our preschool. This building currently utilizes window units and radiator heat, so it has little air turnover, which has been shown to provide significant mitigation for the spread of airborne diseases.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will monitor our common assessments to assess growth for students participating in our learning programs. We use AIMSWEB for grades PreK - 4th. We utilize Istation and Mathia (Carnegie Math) for grades 5- 8. We use NoRedInk for assessing HS students.

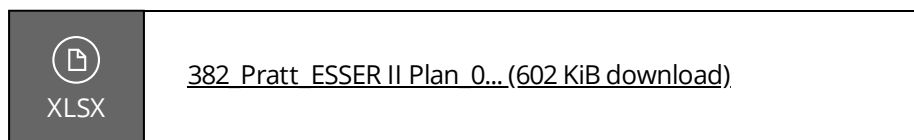
We are monitoring absenteeism data to determine if we achieve increased student attendance.

We use the ASQ for tracking kindergarten readiness.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Tony Helfrich

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
382	Pratt	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
382-1-001-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher/Admin/ salaries for Summer School: 10 teachers (52 hours/teacher @ \$40/hr avg & 1 administrative stipend. Future years include 3% increase on base.	\$ 73,410	\$ 23,660	\$ 24,500	\$ 25,250	\$ -	75 E 1000 111 0100 000	Per narrative, Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.
382-1-002-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ \$40/hr avg cost. Future years include 3% increase on base.	\$ 19,333	\$ 6,240	\$ 6,450	\$ 6,643	\$ -	75 E 1000 111 0400 000	See line 382-1-001-20210608 for description.
382-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ \$40/hr avg cost. Future years include 3% increase on base.	\$ 19,333	\$ 6,240	\$ 6,450	\$ 6,643	\$ -	75 E 1000 111 0600 000	See line 382-1-001-20210608 for description.

382-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Secretary Salary for Summer School	\$ 2,100	\$ 650	\$ 700	\$ 750	\$ -	75 E 1000 120 0100 000	
382-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	10. Providing mental health services and supports	Social Worker paraprofessional, which will be a new position to help address the increased caseload.	\$ 37,000	\$ -	\$ 18,000	\$ 19,000	\$ -	76 E 1000 120 0100 000	Per narrative, We did a virtual summer school in the summer of 2020 and it had some positive impact, but we had most students out of school from March 2019 until almost September 2019 and this longer-than-normal separation from the direct school building appeared to impact student study habits and motivation--we saw triple the numbers of students in academic warning for promotion. For this reason, we do feel we have increased needs in the area of social-emotional health.
382-1-006-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - FICA	\$ 9,370	\$ 2,281	\$ 3,478	\$ 3,611	\$ -	75 E 1000 221 0000 000	
382-1-007-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - Medicare	\$ 2,191	\$ 533	\$ 813	\$ 845	\$ -	75 E 1000 222 0000 000	
382-1-008-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries of bus drivers: 2 bus routes and 2 Suburban drivers (4 total)	\$ 7,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	75 E 2710 120 0000 000	

382-1-009-20210608	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - FICA	\$ 465	\$ 155	\$ 155	\$ 155	\$ -	75 E 2710 221 0000 000	
382-1-010-20210608	Eligible	Direct Allocation	Vehicle Operation	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Payroll Taxes - Medicare	\$ 108	\$ 36	\$ 36	\$ 36	\$ -	75 E 2710 222 0000 000	
382-1-011-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment	\$ 75	\$ 25	\$ 25	\$ 25	\$ -	75 E 2710 260 0000 000	
382-1-012-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Natural Gas (gas utility services e.g. heating)	11A. Planning and implementing summer learning or enrichment programs	Utilities - Gas	\$ 450	\$ 150	\$ 150	\$ 150	\$ -	75 E 2600 621 0000 000	Per applicant, This is to cover increased gas costs for meal production--we are serving meals for summer school.
382-1-013-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Electricity	11A. Planning and implementing summer learning or enrichment programs	Utilities - Electricity; increased utility costs with increased building usage during hot summer month.	\$ 10,000	\$ 3,000	\$ 3,500	\$ 3,500	\$ -	75 E 2600 622 0000 000	Per applicant, We believe that the additional costs with electricity will be approximately \$10,000 over three years for the increase HVAC usage during the month of June for summer school.
382-1-014-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Teacher Salaries - MTSS Coordinator for LMS. This is a new position and is created to develop remediation program and oversee delivery for middle school.	\$ 128,000	\$ -	\$ 63,000	\$ 65,000	\$ -	75 E 1000 111 0400 000	

382-1-015-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Health Benefit - for MTSS Coordinator position	\$ 14,500	\$ -	\$ 7,000	\$ 7,500	\$ -	75 E 1000 210 0000 000
382-1-016-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 7,936	\$ -	\$ 3,906	\$ 4,030	\$ -	75 E 1000 221 0000 000
382-1-017-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 1,857	\$ -	\$ 914	\$ 943	\$ -	75 E 1000 222 0000 000
382-1-018-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	For MTSS Coordinator position	\$ 70	\$ -	\$ 35	\$ 35	\$ -	75 E 1000 260 0000 000
382-1-019-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 57,000	\$ -	\$ 28,000	\$ 29,000	\$ -	75 E 1000 111 0100 000

382-1-020-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	75 E 1000 210 0000 000
382-1-021-20210608	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 3,534	\$ -	\$ 1,736	\$ 1,798	\$ -	75 E 1000 221 0000 000
382-1-022-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 808	\$ -	\$ 406	\$ 402	\$ -	75 E 1000 222 0000 000
382-1-023-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.	\$ 500	\$ -	\$ 250	\$ 250	\$ -	75 E 1000 260 0000 000

382-1-024-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks/laptops. We added 1-1 chromebooks for 5th and 6th grades for the purpose of addressing technology needs for all students, especially our vulnerable students.	\$ 58,764	\$ 58,764	\$ -	\$ -	\$ -	75 E 1000 650 0200 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
382-1-025-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom Pro Renewal: allowing access to online meetings.	\$ 163	\$ 163	\$ -	\$ -	\$ -	75 E 1000 650 0200 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
382-1-026-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Cafeteria Tables. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.	\$ 8,546	\$ 8,546	\$ -	\$ -	\$ -	75 E 2600 730 0000 000	

382-1-027-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Lunch serving carts. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.	\$ 8,066	\$ 8,066	\$ -	\$ -	\$ -	75 E 2600 700 0000 000	
382-1-028-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Purchase of 3 new floor scrubbers to increase efficiency and increase number of cleanings by custodial staff for preschool, middle school, and high school buildings.	\$ 21,442	\$ 21,442	\$ -	\$ -	\$ -	75 E 2600 730 0000 000	

382-1-029-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repair of Buildings	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Towards the completion of an HVAC renovation for our preschool, which has radiator heat and window air conditioner units for the purpose of increasing the air turnover rate and reducing the spread of infectious disease.	\$ 227,555	\$ -	\$ -	\$ 227,555	\$ -	75 E 2600 460 0202	Allowable if CDC guidelines are met.
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Kansas CommonApp (2020)

1636-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gANdQLQW

386 Madison-Virgil_ESSERIIPLAN_52121

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | Madison- Virgil

Applicant / Mailing Address

Po Box 398
Madison, Ks 66860

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stu Moeckel

Applicant / Email Address of Owner, CEO, or Executive Director | smoeckel@usd386.net

Applicant / Phone Number | 7857354481

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Madison-Virgil

District Number | 386

Mailing Address | Street Address | 1500 South west Blvd.

Mailing Address | City | Madison

Mailing Address | Zip Code | 66860

Authorized Representative of the District | Name | Stu Moeckel

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | smoeckel@usd386.net

Authorized Representative of the District | Phone Number | +17857354481

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

| We have had a learning loss in our students that needed the most help initially. Meeting their needs both academically as well as social/emotionally will take new addition programs and ideas to help recover and make achievements as like age peers

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are hosting an engaging and exciting learning opportunity for students PreK-8 grade to address both the loss of learning due to the pandemic as well as helping students get head start on grade level and learning level needs for the upcoming school year

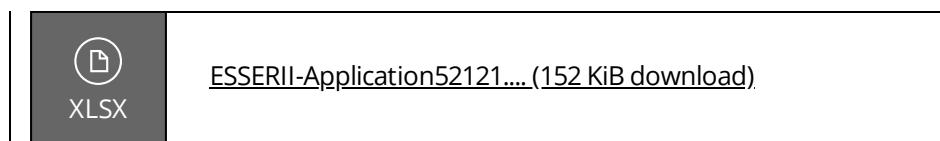
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will survey and evaluate families input after our program. We will also allow student data for growth in areas for lower performing in.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006] 34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and

shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stuart Moeckel

Date | 05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
386	Madison-Virgil	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
386-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We are hosting an engaging and exciting learning opportunity for students Pre-K-8 grade to address both the loss of learning due to the pandemic as well as helping students get head start on grade level and learning level needs for the upcoming school year	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	09-2600-412	Per applicant, We will have student assigned to learning teams with 5 teachers based on ability level and following the blended learning model detailed in Navigating Change grade bands. Our goal is 90% of our MES student body participating which would be around 85 students. We will also have 3 support staff or Aides to help with supervision, and learning. We will be starting June 1st -Monday - Thursday with educational field trips on Fridays. We would like to complete the program at the end of June.

Kansas CommonApp (2020)

1588-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

393_Solomon_ESSER II PLAN_0504



LDGKWyEv

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 393 Solomon

Applicant / Mailing Address

| 313 E. 7th
| Solomon, KS 67480

Applicant / First and Last Name of Owner, CEO, or Executive Director | Justin Coup, Supt

Applicant / Email Address of Owner, CEO, or Executive Director | jcoup@usd393.net

Applicant / Phone Number | 785-655-2541

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Solomon

District Number | 393

Mailing Address Street Address	313 E. 7th Street
Mailing Address City	Solomon
Mailing Address Zip Code	67480
Authorized Representative of the District Name	Justin Coup
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jcoup@usd393.net
Authorized Representative of the District Phone Number	+17856552541
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	dzsamba@usd393.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have used FASTBRIDGE to collect data from the beginning of the year until next week (May) to track our progress. During this time we noticed a lower start for all areas, but math continues to lag behind. However, the biggest and hardest loss to handle is reviewing the SABRES data. 20% of our staff felt our students were at risk in October, however, our students who were dealing with so much viewed themselves with 40% in the at-risk category. Because of this data finding ways to meet with small groups during a pandemic has been a struggle. Finding tools to meet the various needs: social, emotional, financially, academically, family needs, housing needs...the needs went on and on. Free/Reduced apps declined this year; however, not because of wealth increases but due to lack of forms collected. We are over 60% F/R, so the major losses this year included the fear of the most basic needs from 60% of our students: food, shelter, clothing. The school was the one common and normal place students had their lives. However, the ability to learn due to increased anxiety issues was alarming and the data proves this. We are now seeing 28 students in our mental health program with 6 others in the SIT process waiting for possible services. The need is high for regulation. Our plan will include: full-time subs to help with continual PD for our staff, additional counselor, technology improvements for services at home, as well as many others.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are utilizing the plan to hire 6 FTE certified teachers and 6 paras. We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified).

The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis.

The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure.

Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.

This is just the first step in many changes to our application.

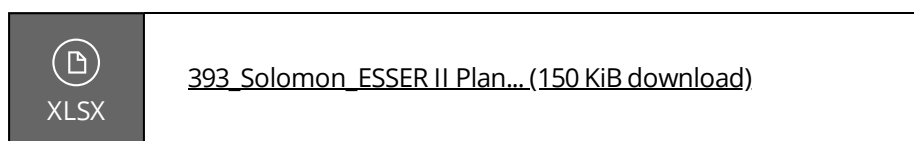
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to progress monitor and utilize FASTBRIDGE data to compare not only the impact as a whole, but individually with students. We are also using FRECKLE math to help target skills flagged in our FAST data. SEL is a top priority as well as implementing professional development to help our teachers become confident in dealing with behavior issues within the classroom. SABRES data will be utilized to compare the impact from a students perspective as well from the teachers.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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A State or a subgrantee shall directly administer or supervise the administration of each project.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

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A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Justin Coup

Date | 05/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
393	Solomon	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
393-1-001-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	5. Procedures and systems to improve LEA preparedness and response efforts	We will use substitutes to help in covering class while we complete individualized PD as well as when staff members come down with Covid since not every staff member was vaccinated or if they are placed on quarantine. This will cover around 1.5 staff subs at \$125 per day	\$ 31,250	\$ -	\$ 31,250	\$ -	\$ -	58-1000-115-2	Per narrative, The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure. Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.
393-1-002-20210608	Eligible	Direct Allocation	Instruction	Staff Travel	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Professional development to address the high increase in behaviors and emotional students due to increased anxiety from COVID and the break from routine at home and school.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	58-1000-580-2	

393-1-003-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	As we have shifted to various learning modes during the pandemic we need to address the increased technology utilized in the classroom. This will upgrade our projectors and TVs to have the latest smart technologies since we went 1:1 with all students last Spring. As well we will upgrade our document cameras.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	58-1000-650-2	Per narrative, The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
393-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will hire 8 full time teachers and 7 paras and a bus driver to implement Camp Gorilla to address the learning loss and SEL loss during the pandemic. We will have two three week sessions, one in June one in July. It will run from 8am-2pm with transportation made available. Class will be Tue-Thurs. We are going to cap at 130 due the staff coverage. We currently have 88 students with still three weeks of targeted invitations left. There is a NEED!	\$ 41,720	\$ -	\$ 41,720	\$ -	\$ -	58-1000-110-2	Per narrative, We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified).

393-1-005-20210608	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11A. Planning and implementing summer learning or enrichment programs	Expenditures for supplies for implementation of summer camp/school.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	58-1000-680-2	
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Kansas CommonApp (2020)

1604-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GxwoeAxm

399_Paradise_ESSER II Plan_0505

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Paradise USD 399

Applicant / Mailing Address

| PO Box 100

Applicant / First and Last Name of Owner, CEO, or Executive Director | Larry D. Geist

Applicant / Email Address of Owner, CEO, or Executive Director | lgeist@natoma-usd399.net

Applicant / Phone Number | 7858854843

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Paradise

District Number | 399

Mailing Address | Street Address | PO Box 100 710 5th Street

Mailing Address City	Natoma
Mailing Address Zip Code	67651
Authorized Representative of the District Name	Larry D. Geist
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	lgeist@natoma-usd399.net
Authorized Representative of the District Phone Number	+17858854843
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 399 felt the impact of COVID-19 before our school year started when one of our teachers was diagnosed with COVID and had attended a district in-service. Consequently, 17 of the 25 participants in the in-service were quarantined because of contact tracing. We had to push our start date back two weeks to accommodate the quarantine process. While our teachers have done a remarkable job moving our students forward this year, we have noticed a vast difference in our MTSS groupings. The difference between students in Tier III groups has widened and has made it harder to give the students the individualized attention they deserve. We have also found ourselves in a situation that may cause us to combine classes at the elementary. We had a teacher resign late in the summer last year when we announced we would begin the year with face-to-face instruction. We had to move our 6th-grade teacher to cover the opening and teachers at the 6-12 building took over the core 6th-grade classes. With our declining enrollment numbers the last two years, hiring an additional part-time teacher is not feasible, given the budget outlook for next year. Without ESSER II funds, our only option would be to combine classes for the 5th & 6th-grades. This would create a combined classroom of 20 students,. Currently, 63% of our students are economically disadvantaged. Coupled with 25% of our students being served by Special Education, putting us nearly 10% above the state average.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will use the remaining funds in our ESSER I fund to purchase cleaning and sanitizing supplies for the upcoming year. We will also use a portion of the remaining funds to purchase technology that will enable our teachers to do a better job teaching remotely, should the situation change from our present face-to-face model.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 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.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our plan calls for the hiring of a part-time teacher to teach 6th-grade core subjects. The other subjects not covered by this teacher will be electives that will be covered by teachers already in place. When we had to move the 6th-grade teacher at the beginning of last year, teachers at the 6-12 building stepped up and took over core classes. While they have done a great job in these classes, having them teach the core classes reduced the number of electives available for our students in other classes. Our plan also calls for adding an additional at-risk para in our elementary school to help decrease the number of students in our Tier III groups and enable students to gain more individualized instruction.

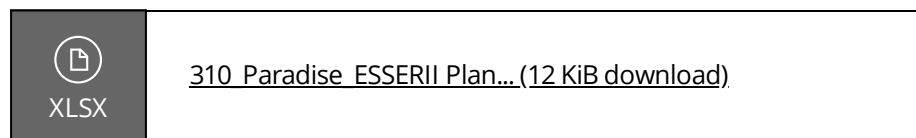
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the impact of ESSER II funds by increases in test scores at the elementary level due to more individualized instruction for students in TIER III groups.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

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- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

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(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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]

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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Larry D. Geist

Date | 05/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
399	Paradise	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
399-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adding a part-time teacher so we do not have to combine 5th & 6th Grade Classes to create social distancing	\$ 24,443	\$ -	\$ 24,443	\$ -	\$ -	07-1000-110	To keep class sizes small and in cohorts (6 grade currently crosses between elementary and junior since they have no core content teacher- phone call 5/26/21
399-1-002-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Health insurance for the part time teacher so we do not have to combine 5 & 6 grade classes and to create social distancing.	\$ 5,990	\$ -	\$ 5,990	\$ -	\$ -	07-1000-210	Health Insurance for part time teacher
399-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social Security for part time teacher so we do not have to combine 5 & 6 grade classes to create social distancing	\$ 1,894	\$ -	\$ 1,894	\$ -	\$ -	07-1000-220	Social Security for part time teacher
399-1-004-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an additional At-Risk Para to increase the amount of individualized instruction in Tier II & III at the elementary level to address learning loss caused by COVID .	\$ 10,602	\$ -	\$ 10,602	\$ -	\$ -	13-2100-120	Para to support interventions, will impact 50 students in grade K-5- phone call 5/26/21

399-1-005-20210608	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Social Security for At-Risk Para	\$ 765	\$ -	\$ 765	\$ -	\$ -	07-1000-220	Social Security for At Risk Para- K-5- phone call 5/26/21
399-1-006-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Add new technology that will make it easier for our teachers to do remote learning.	\$ 15,793	\$ -	\$ 15,793	\$ -	\$ -	16-1000-700	5 Promethean boards (3 elementary and 2 at Jr/Sr High) to allow for students who are quarantined due to exposure to interact in real time with their peers and teachers- phone call 5/26/21; Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

Kansas CommonApp (2020)

1520-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



omwbwLkP

402_Augusta_ESSER II Plan_0430

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 402 Augusta

Applicant / Mailing Address

| 2345 Greyhound Dr.

Applicant / First and Last Name of Owner, CEO, or Executive Director | Annette B Powers

Applicant / Email Address of Owner, CEO, or Executive Director | apowers@usd402.com

Applicant / Phone Number | 3167755484

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480722703

Applicant / Website Address (if applicable) | usd402.com

Application details

Full District Name	Augusta Public Schools
District Number	402
Mailing Address Street Address	2345 Greyhound Dr.
Mailing Address City	Augusta
Mailing Address Zip Code	67010
Authorized Representative of the District Name	Matt Ward
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mward@usd402.com
Authorized Representative of the District Phone Number	+13167755484
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	apowers@usd402.com
Other District Representative 2 Email Address	hfrancis@usd402.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

As a district, Augusta schools were 36% free and reduced in 2019-20. When free lunches were approved by the USDA our parents largely stopped filling out free/reduced from, this caused our free/reduced numbers to drop to 31% for 2020-21. The 2019-20 numbers are likely more representative of our current state. Hardships such as, unreliable internet, lack of parent availability during quarantines paired with the traditional educational hurdles this subgroup experiences have compounded challenges as this population has worked through the pandemic.

Student/staff quarantines made it difficult to provide continuity of learning. High school students alone have over 400 failing grades- largely due to being in and out of the classroom or having teachers/paras in and out due to quarantine. Middle school has over 234 failing grades in 2020-21. In addition, teachers were not able to teach in the most effective ways do to social distancing. Students lost out on experiences & staff lost out on PD opportunities.

Our staff have been asked to do more this year than ever before, they have been on the frontlines of the pandemic, placing them at significantly greater risk of contracting the virus and transmitting to loved ones. In USD 402's school district alone, we have had over 110 known positive cases and 623 individuals determined to be close contacts. As essential workers, it has put our students and staff at greater risk. USD 402 has been in an in-person learning model all but one week of this school year.

Does the district have remaining ESSER I funding that it has not yet spent as of	Yes
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the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

USD 402 has approximately \$20,000, which will be used for summer programs at all grade levels in June of 2021. Summer programs are being designed to target learning loss at all grade levels. Elementary will focus primarily on reading and math, middle school will primarily focus on math, and high school will focus on the ballooning number of recovery needs, largely created by the virus and the large number of quarantines throughout the course of the school year

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 402 plans to take a balanced approach in our continued response to the pandemic. The district's ESSER II request is focused on the following areas: Student interventions, Tech/software/connectivity, professional learning, hazard pay/continuity of staff/services, mental health services, nurse services, and PPE.

Our district needs to recalibrate and focus on how to continue to respond to the pandemic this August in order to close the learning gaps created by the pandemic. We also need to recognize the extraordinary efforts of our staff over the course of the last school year.

All of the requests on this application are focused on students and staff, whether related to safety (PPE), student learning, professional development, hazard pay, or services in the area of mental health and physical health, all are deeply connected to COVID and the 15 authorized uses of these federal funds.

The district plans to offer summer programs at all levels. Elementary will focus on reading and math, middle school will focus on math, and the high school will focus on credit recovery. Teacher and student quarantines clearly impacted instruction. This is evidenced by the data provided; In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42%. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8. In the 19-20 school year, Augusta Middle School had 197 failing grades total as compared to 234 thus far in the 2020-2022 school year. Augusta High School had 249 total F's in 2019-20.

Based on the 15 authorized use categories and the intent from the federal government, USD 402 strongly believes that the items in this request directly align with the intent from the federal government.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to monitor student grades, graduation rates, students and staff absences, assessment data trends, social emotional data, college readiness, MTSS progressions from tier 3, 2, and 1, quarantine numbers, class sizes, instructional software data, staff retention in the district.

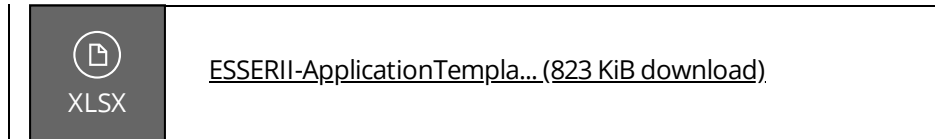
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across

funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and

accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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A State and a subgrantee shall keep records that fully show:

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(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

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- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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.
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- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Matt Ward

Date | 04/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
402	Augusta	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
402-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5. - Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6th-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 40,880	\$ 40,880	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	20 certified salaries for summer program to address learning loss
402-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security - Summer Programs	\$ 3,499	\$ -	\$ 3,499	\$ -	\$ -	52 E 1000 220 0052 326	Social Security-certified staff- Summer Programs
402-1-003-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment - Summer Programs	\$ 46	\$ -	\$ 46	\$ -	\$ -	52 E 1000 250 0052 326	Unemployment- certified staff- summer program

402-1-004-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Work Comp - Summer Programs	\$ 101	\$ -	\$ 101	\$ -	\$ -	52 E 1000 260 0052 326	Workers comp- certified staff- summer program
402-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	AMS MTSS Specialist (ESSER23 Position) - Augusta middle school plans to add an MTSS specialist to establish, monitor, and support students in the areas of reading and math intervention in response to COVID. This interventionist will be a huge support for students and will be able to identify learning gaps based on data and progress monitoring. Having this position added will provide a consistent and targeted MTSS model which will support teachers and learners as they respond to the considerable learning loss caused by the pandemic. - Support Data/Evidence: Support Data/Evidence: In grades 6-8, 42% are not proficient in reading. In math 43% of 6-8 graders are not proficient.	\$ 59,000	\$ -	\$ 59,000	\$ -	\$ -	52 E 1000 110 0052 326	MTSS Coordinator to address learning loss caused by COVID, especially in Middle School
402-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Intervention Para (x4) - Early literacy (k-3) has been hit hard by the pandemic and schools need to provide extra 1-1 supports to build reading skills for students. Doing so now, and intervening early, will reduce the amount of remedial instruction that will need to take place for years to come. Adding a paraprofessional per elementary will provide teachers with the flexibility to provide more targeted 1-1 instruction in order to reduce learning loss caused by the pandemic. - Support Data/Evidence: Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, and 38% in grades 3-5 are not meeting grade level benchmark.	\$ 54,407	\$ -	\$ 54,407	\$ -	\$ -	52 E 1000 120 0052 326	K-5 intervention (reading specifically) paras used to support 1-on-1 activities to address learning loss caused by COVID.

402-1-007-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Health	\$ 20,332	\$ -	\$ 20,332	\$ -	\$ -	52 E 1000 210 0052 326	K-5 Intervention paras-Health Insurance
402-1-008-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Social Security	\$ 8,676	\$ -	\$ 8,676	\$ -	\$ -	52 E 1000 220 0052 326	K-5 Intervention paras-social security
402-1-009-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Unemployment	\$ 113	\$ -	\$ 113	\$ -	\$ -	52 E 1000 250 0052 326	K-5 Intervention paras-unemployment
402-1-010-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Work Comp	\$ 249	\$ -	\$ 249	\$ -	\$ -	52 E 1000 260 0052 326	K-5 Intervention paras-workers comp

402-1-011-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retain teacher - Robinson elementary has a low enrollment group that is being moved to one section for budget reasons. This will result in increased numbers in our other early elementary classes as we respond to the need that the pandemic has created. Inflated student numbers, especially in early elementary, is the opposite of what those students need as we respond to the pandemic. Using ESSER funds to keep a two section grade level will reduce numbers in the grade district wide, allowing for more 1-1 instruction from the teachers. Not allowing class sizes to inflate post pandemic and providing a better student to teacher ratio is a great way to reduce learning loss post pandemic.	\$ 40,300	\$ -	\$ 40,300	\$ -	\$ -	52 E 1000 110 0052 326	Hiring/Retaining current number of K-5 teachers to keep class sizes small and to allow for social distancing.
402-1-012-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health - Retaining Teacher	\$ 5,488	\$ -	\$ 5,488	\$ -	\$ -	52 E 1000 210 0052 326	Hiring K-5 teacher Health Insurance
402-1-013-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - Retaining Teacher	\$ 3,083	\$ -	\$ 3,083	\$ -	\$ -	52 E 1000 220 0052 326	Hiring K-5 teacher social security

402-1-014-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - Retaining Teacher	\$ 40	\$ -	\$ 40	\$ -	\$ -	52 E 1000 250 0052 326	Hiring K-5 teacher unemployment
402-1-015-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - Retaining Teacher	\$ 89	\$ -	\$ 89	\$ -	\$ -	52 E 1000 260 0052 326	Hiring K-5 teacher Workers Comp
402-1-016-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Edgenuity - Like many schools, USD 402 has had a very large number of students with failing grades due to the pandemic. Quarantines, remote/hybrid learning, and changes to the instructional model had a negative impact on learning. In order to ensure that high school students graduate on time (very important), USD 402 has invested in Edgenuity software. Edgenuity will allow students to make up credits while also allowing remote learning and access to curriculum. This program will allow a large number of students the opportunity to bounce back from the pandemic, decrease learning loss, and improve graduation percentages. With 400 failing grades at the high school, summer school will not be enough to address the large number of courses that need to be made up. Students need this option to graduate on time and not have the pandemic impact their lives going forward.	\$ 16,250	\$ -	\$ 16,250	\$ -	\$ -	52 E 1000 610 0052 326	Credit Recovery program for H.S. students to make up lost credits due to Covid. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

402-1-017-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Istation - USD 402 would like to place a greater focus on intervention in both reading and math at the middle school and the four elementary schools in response to the pandemic. Istation provides valuable curriculum, interventions, and supports for students to reduce learning loss caused by COVID in 2021-22. These materials can also be delivered remotely if needed. - Supporting Data/Evidence:In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 15,020	\$ -	\$ 15,020	\$ -	\$ -	52 E 1000 610 0052 326	To address learning loss caused by COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote
402-1-018-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Newslea - The MTSS process is important in any academic year, however, it is clear that MTSS has never been more important when responding to COVID and the learning loss it has created. As a part of the MTSS process in Augusta the district would like to utilize Newslea, a digital reading software which provides lexile reading level scores and the program also auto assigns appropriate reading levels to student users.	\$ 28,127	\$ -	\$ 28,127	\$ -	\$ -	52 E 1000 610 0052 326	

402-1-019-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	SeeSaw - Elementary learning management system which allows for teachers to communicate with parents to a greater extent and provide uninterrupted instruction and support to students. As we start to gain a better idea of where students are educationally post pandemic, effective parent communication and student access to instructional materials will be more important than ever. SeeSaw also bridges the gap instructionally for students when on quarantine.	\$ 3,025	\$ -	\$ 3,025	\$ -	\$ -	52 E 1000 610 0052 326	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not
402-1-020-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Fastbridge Assessments - Adding an MTSS assessment screener & supports resources to Augusta High School which will be used to identify and support student's educational needs caused by the pandemic while also reducing learning loss.	\$ 5,264	\$ -	\$ 5,264	\$ -	\$ -	52 E 1000 610 0052 326	
402-1-021-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hot Spots - As a newly 1-1 school district (due to pandemic), certainly families are facing connectivity issues. While we hope to have less need in 2021-22 than was the case in 2020-21, access to hotspots may be the only way to keep certain students engaged in learning.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	52 E 1000 734 0052 326	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

402-1-022-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	500 Chromebooks - When the pandemic hit, districts scrambled to provide devices to students, USD 402 certainly did. Last year our district was able to scrounge up every device that powered on in our entire district. Overnight, we went from a district that had 1-1 devices at the high school level only to having 1-1 devices K-12th grade. The district attempted to buy more devices with CARES funds, but the devices have been back-ordered for months and we could not obtain all the devices that the district needed. With so many failing devices, it is important to have equity of access to quality devices across the district. Our plan is to put a fully capable and functional device into all of our student's hands for the 2021-22 school year. These devices will be used to access a growing number of digital curriculums and will be available for students to take home in the case of continued quarantines. By putting a single assigned device into each student's hands we are reducing "touchpoints" and therefore continuing to reduce the spread of the virus. Not having to disinfect shared devices after each use will allow us to maximize instructional time- reducing learning loss. By replacing our failing devices, our district will be able to reduce learning loss and provide equity of access to digital devices and curriculum across the district. Authorized uses category 9. \$250 per device x 500 students	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	52 E 1000 734 0052 326	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
402-1-023-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Dyknow Screen Monitor - Prior to Covid, 1-1 was at the high school only. As a direct result of COVID, 1-1 devices are needed district-wide. Engagement in online instruction has created new challenges from the engagement standpoint. By adding Dyknow, a screen monitoring software, teacher will have considerably more control of what sites the students are accessing during class while also being able to monitor screens to redirect the students-keeping them engaged and increasing learning. Dyknow will allow for better quality classroom management, which leads to better instruction, less interruptions, and more learning- especially important post pandemic.	\$ 6,800	\$ -	\$ 6,800	\$ -	\$ -	52 E 1000 735 0052 326	

402-1-024-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	.5 AHS Nurse - Continuation from 2020-21 CARES funding. USD 402 added a .5 nurse at the high school. There was already a .5 nurse at the high school, so this allowed for a full time nurse at AHS during the pandemic. The nurse position will be equally important in future years as nurses continue to play an integral role in supporting the health needs of students and staff related to the pandemic. Nurses help to communicate and facilitate the many health needs related to COVID, having these health professionals working on the behalf of students will keep more students safe and engaged in learning.	\$ 25,007	\$ -	\$ 25,007	\$ -	\$ -	52 E 2100 120 0062 326
402-1-025-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Nurse AHS Continuation of 20-21	\$ 1,913	\$ -	\$ 1,913	\$ -	\$ -	52 E 2100 220 0062 326
402-1-026-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Nurse AHS Continuation of 20-21	\$ 25	\$ -	\$ 25	\$ -	\$ -	52 E 2100 250 0062 326

402-1-027-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp Nurse AHS Continuation of 20-21	\$ 55	\$ -	\$ 55	\$ -	\$ -	52 E 2100 260 0062 326	
402-1-028-20210608	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	MH Liaison - The pandemic has had a significant impact of our students' mental health. In order to achieve optimal learning, our students mental health must be addressed. CARES money paid for this amount during the 2020-21 school year and having mental health experts proved to be invaluable during the pandemic. Because the mental stress and fatigue is ongoing related to the pandemic, having access to mental health experts is a necessary part of the pandemic response. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, only 64% are on track for SEL.	\$ 5,664	\$ -	\$ 5,664	\$ -	\$ -	52 E 2130 110 0052 326	

402-1-029-20210608	Eligible	Direct Allocation	Health Services	Group Insurance	10. Providing mental health services and supports	Mental Health Liaison Gap Insurance	\$ 75	\$ -	\$ 75	\$ -	\$ -	52 E 2130 201 0052 326	
402-1-030-20210608	Eligible	Direct Allocation	Health Services	Group Insurance	10. Providing mental health services and supports	Mental Health Liaison Health Insurance	\$ 610	\$ -	\$ 610	\$ -	\$ -	52 E 2130 210 0052 326	
402-1-031-20210608	Eligible	Direct Allocation	Health Services	Social Security Contributions	10. Providing mental health services and supports	Mental Health Liaison Social Security	\$ 433	\$ -	\$ 433	\$ -	\$ -	52 E 2130 220 0052 326	
402-1-032-20210608	Eligible	Direct Allocation	Health Services	Unemployment Compensation	10. Providing mental health services and supports	Mental Health Liaison Unemployment	\$ 6	\$ -	\$ 6	\$ -	\$ -	52 E 2130 250 0052 326	

402-1-033-20210608	Eligible	Direct Allocation	Health Services	Worker's Compensation	10. Providing mental health services and supports	Mental Health Liaison Work Comp	\$ 12	\$ -	\$ 12	\$ -	\$ -	52 E 2130 260 0052 326	
402-1-034-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Capturing Kids Hearts - Professional development for Ewalt/Lincoln Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, only 64% of our students are on track for SEL.	\$ 39,100	\$ -	\$ 39,100	\$ -	\$ -	52 E 2213 330 0052 326	SEL Training to address social emotional needs caused by COVID (Phone Call, 5/6/2021)

402-1-035-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Capturing Kids Hearts 2 - Professional development for Robinson/Garfield Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, 64% are on track for SEL.	\$ 22,600	\$ -	\$ 22,600	\$ -	\$ -	52 E 2213 330 0052 326	SEL Training to address social emotional needs caused by COVID (Phone Call, 5/6/2021)
402-1-036-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Kagan Structures - After a year in which our students and staff have been behind masks and socially distanced, it is imperative that we re-engage students in learning. Kagan structures are the ultimate way to increase engagement in the classroom. Kagan structures are aimed at 100% classroom engagement. We need students engaging with the content, each other, and with teachers to the highest level possible in the upcoming school year. Kagan professional development is a foolproof way to obtain higher levels of engagement and connection to learning. This will certainly help to reduce the learning loss in our district. Impact: Over 110 staff and 1,000 students.	\$ 21,980	\$ -	\$ 21,980	\$ -	\$ -	52 E 2213 330 0052 326	Kanan Training to reengage students in learning process in order to reduce learning loss caused by COVID (Phone Call 5/6/21)

402-1-037-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	Services Purchased from Another LEA or Educational Service Agency Within the State	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush School Improvement & Admin Services - In an effort to consistently address learning loss over the course of the next school year, USD 402 requires the additional support that Greenbush school improvement & administrative services can provide. Greenbush's supports for teachers and administrators are extensive and will support our district staff when identifying learning loss needs, pandemic supports, and ongoing training for our staff. Doing so will greatly improve the district's ability to support our students and staff.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	52 E 2213 591 0052 326	Help the district identify students with learning loss and provide supports to reduce learning loss caused by COVID (Phone call 5/6/21)
402-1-038-20210608	Eligible	Direct Allocation	Safety	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Various Personal Protective Equipment.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	52 E 2670 610 0052 326	Various PPE (Phone Call 5/6/21)
402-1-039-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Substitute Teachers - Reimbursement for substitute teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 28,850	\$ 28,850	\$ -	\$ -	\$ -	52 E 1000 115 0052 326	
402-1-040-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Teachers sub for Teachers - Reimbursement for teachers subbing for teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,422	\$ 2,422	\$ -	\$ -	\$ -	52 E 1000 115 0052 326	

402-1-041-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teacher Sick Leave Reimbursement - The district had one staff member that requested sick leave time from the district's sick leave pool due to COVID related circumstances. The employee request took place after they had exhausted their available sick/personal time. The district requests that the time the district paid in additional sick time, which was related to COVID, be reimbursed by ESSER funds. Detailed staff reports and details available upon request.	\$ 9,049	\$ 9,049	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	
402-1-042-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of an Elementary Remote Learning Teacher - The district added a teacher who provided instruction to elementary remote learners only. This position was not planned but was created and paid for as a direct result of the impact that COVID had on the district. All of the remote learners that were served were remote due to COVID. Teacher wages- 3/1/21-5/27/21. Detailed staff reports and details available upon request.	\$ 15,172	\$ 15,172	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	
402-1-043-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer ELA Training - Because USD 402 shifted PD days to the front of the August 2020 school year the district did not have contracted days available to provide training on the new ELA training for all four elementary schools. This has required the district to spend additional dollars that we would not have had to spend if COVID did not exist to provide training. We are having to bring all elementary staff (4 schools) in over the summer (paid) for required training. Detailed staff reports and details available upon request.	\$ 14,100	\$ -	\$ 14,100	\$ -	\$ -	52 E 1000 110 0052 326	

402-1-044-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels described in a row above. The district plans to provide and pay those staff an additional 10 hours of planning time for those programs. Detailed staff reports and details available upon request.	\$ 6,800	\$ -	\$ 6,800	\$ -	\$ -	52 E 1000 110 0052 326	
402-1-045-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Elementary Remote Learning Teacher - Health Insurance	\$ 2,739	\$ 2,739	\$ -	\$ -	\$ -	52 E 1000 210 0052 326	
402-1-046-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Social Security	\$ 6,844	\$ 5,245	\$ 1,599	\$ -	\$ -	52 E 1000 220 0052 326	
402-1-047-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Unemployment	\$ 77	\$ 56	\$ 21	\$ -	\$ -	52 E 1000 250 0052 326	

402-1-048-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Work Comp	\$ 168	\$ 122	\$ 46	\$ -	\$ -	52 E 1000 260 0052 326	
402-1-049-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Hazard Pay Reimbursement - The district is requesting hazard pay for the time that the Custodial staff had to spend on COVID-related cleaning and sanitation. The request is for an extra \$4 an hour for these hours on a per employee basis. This would bring their pay for those hours to slightly less than time and a half. Additional COVID cleaning (hazard time) equates to one hour per day per custodian. Detailed staff reports and details available upon request.	\$ 22,232	\$ 22,232	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	
402-1-050-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Overtime Pay Reimbursement - The district is requesting reimbursement of overtime pay for the custodial staff related to not being able to complete regular job duties during the regular work day due to the increased duties of COVID sanitation responsibilities. Detailed staff reports and details available upon request.	\$ 4,943	\$ 4,943	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	
402-1-051-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Social Security	\$ 2,079	\$ 2,079	\$ -	\$ -	\$ -	52 E 2600 220 0052 326	

402-1-052-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Unemployment	\$ 27	\$ 27	\$ -	\$ -	\$ -	52 E 2600 250 0052 326	
402-1-053-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Work Comp	\$ 462	\$ 462	\$ -	\$ -	\$ -	52 E 2600 260 0052 326	
402-1-054-20210608	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech Overtime Pay Reimbursement - Our tech department worked overtime hours in order to keep up with the needs of remote learners, teachers, devices, and softwares which were in excess of the job duties that are expected in a non-COVID year. The district is requesting that these overtime costs be reimbursed. Detailed staff reports and details available upon request.	\$ 1,443	\$ 1,443	\$ -	\$ -	\$ -	52 E 2500 120 0052 326	
402-1-055-20210608	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Social Security	\$ 110	\$ 110	\$ -	\$ -	\$ -	52 E 2500 220 0052 326	

402-1-056-20210608	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Unemployment	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 250 0052 326	
402-1-057-20210608	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Work Comp	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2500 260 0052 326	
402-1-058-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk Overtime Reimbursement - The USD 402 school board added 7 additional special board meetings that were directly related to COVID. These resulted in overtime pay for our board clerk. The district is requesting reimbursement. Detailed staff reports and details available upon request.	\$ 289	\$ 289	\$ -	\$ -	\$ -	52 E 2300 120 0052 326	
402-1-059-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Social Security	\$ 22	\$ 22	\$ -	\$ -	\$ -	52 E 2300 220 0052 326	

402-1-060-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Unemployment	\$ 0.29	\$ 0.29	\$ -	\$ -	\$ -	52 E 2300 250 0052 326
402-1-061-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Work Comp	\$ 1	\$ 1	\$ -	\$ -	\$ -	52 E 2300 260 0052 326
402-1-062-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver Pay Equalization - With 200 students on remote learning the transportation needs across the district were reduced. Reducing pay for drivers by reducing routes could have resulted in transportation employees leaving to look for other employment opportunities. In an effort to maintain our transportation employees the district paid the drivers equalization pay so that they did not experience a loss in income. Example: If a driver typically worked 4 hours in previous years, the district paid a minimum of four hours. In some cases routes that would have taken 4 hours (daily) would only take 3.5. Therefore there would be .5 hours in equalization pay to the driver as a retention measure. Detailed staff reports and details available upon request.	\$ 7,192	\$ 7,192	\$ -	\$ -	\$ -	52 E 2710 120 0052 326

402-1-063-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Social Security	\$ 550	\$ 550	\$ -	\$ -	\$ -	52 E 2710 220 0052 326	
402-1-064-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Unemployment	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2710 250 0052 326	
402-1-065-20210608	Eligible	Direct Allocation	Vehicle Operation	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Work Comp	\$ 146	\$ 146	\$ -	\$ -	\$ -	52 E 2710 260 0052 326	
402-1-066-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 62,783	\$ 62,783	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	

402-1-067-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 4,856	\$ 4,856	\$ -	\$ -	\$ -	52 E 1000 120 0052 326	
402-1-068-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 84	\$ 84	\$ -	\$ -	\$ -	52 E 1000 220 0052 326	
402-1-069-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 68	\$ 68	\$ -	\$ -	\$ -	52 E 1000 250 0052 326	
402-1-070-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 149	\$ 149	\$ -	\$ -	\$ -	52 E 1000 260 0052 326	
402-1-071-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 7,206	\$ 7,206	\$ -	\$ -	\$ -	52 E 2100 110 0052 326	

402-1-072-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2100 220 0052 326	
402-1-073-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2100 250 0052 326	
402-1-074-20210608	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 16	\$ 16	\$ -	\$ -	\$ -	52 E 2100 260 0052 326	
402-1-075-20210608	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,273	\$ 2,273	\$ -	\$ -	\$ -	52 E 2113 110 0052 326	

402-1-076-20210608	Eligible	Direct Allocation	Social Work Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2113 220 0052 326	
402-1-077-20210608	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2113 250 0052 326	
402-1-078-20210608	Eligible	Direct Allocation	Social Work Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 5	\$ 5	\$ -	\$ -	\$ -	52 E 2113 260 0052 326	
402-1-079-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 9,065	\$ 9,065	\$ -	\$ -	\$ -	52 E 2200 110 0052 326	

402-1-080-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 11	\$ 11	\$ -	\$ -	\$ -	52 E 2200 220 0052 326	
402-1-081-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2200 250 0052 326	

402-1-082-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 20	\$ 20	\$ -	\$ -	\$ -	52 E 2200 260 0052 326	
402-1-083-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,641	\$ 2,641	\$ -	\$ -	\$ -	52 E 2400 110 0052 326	
402-1-084-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 220 0052 326	

402-1-085-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 250 0052 326	
402-1-086-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 6	\$ 6	\$ -	\$ -	\$ -	52 E 2400 260 0052 326	
402-1-087-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 3,295	\$ 3,295	\$ -	\$ -	\$ -	52 E 2400 120 0052 326	

402-1-088-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 4	\$ 4	\$ -	\$ -	\$ -	52 E 2400 220 0052 326	
402-1-089-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 250 0052 326	
402-1-090-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2400 260 0052 326	

402-1-091-20210608	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 1,652	\$ 1,652	\$ -	\$ -	\$ -	52 E 2500 120 0052 326
402-1-092-20210608	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 220 0052 326
402-1-093-20210608	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 250 0052 326

402-1-094-20210608	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 4	\$ 4	\$ -	\$ -	\$ -	52 E 2500 260 0052 326	
402-1-095-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 8,791	\$ 8,791	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	
402-1-096-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 11	\$ 11	\$ -	\$ -	\$ -	52 E 2600 220 0052 326	
402-1-097-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2600 250 0052 326	

402-1-098-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA	Work Comp - FFCRA Leave	\$ 149	\$ 149	\$ -	\$ -	\$ -	52 E 2600 260 0052 326	
402-1-099-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,281	\$ 2,281	\$ -	\$ -	\$ -	52 E 2710 120 0052 326	
402-1-100-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2710 220 0052 326	
402-1-101-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2710 250 0052 326	
402-1-102-20210608	Eligible	Direct Allocation	Vehicle Operation	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 46	\$ 46	\$ -	\$ -	\$ -	52 E 2710 260 0052 326	

402-1-103-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 337	\$ 337	\$ -	\$ -	\$ -	52 E 2790 120 0052 326	
402-1-104-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 0.41	\$ 0.41	\$ -	\$ -	\$ -	52 E 2790 220 0052 326	
402-1-105-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 0.34	\$ 0.34	\$ -	\$ -	\$ -	52 E 2790 250 0052 326	
402-1-106-20210608	Eligible	Direct Allocation	Other Student Transportation Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2790 260 0052 326	

402-1-107-20210608	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 188	\$ 188	\$ -	\$ -	\$ -	52 E 3100 120 0052 326	
402-1-108-20210608	Eligible	Direct Allocation	Food Service Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 0.23	\$ 0.23	\$ -	\$ -	\$ -	52 E 3100 220 0052 326	
402-1-109-20210608	Eligible	Direct Allocation	Food Service Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 0.19	\$ 0.19	\$ -	\$ -	\$ -	52 E 3100 250 0052 326	
402-1-110-20210608	Eligible	Direct Allocation	Food Service Operations	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 0.41	\$ 0.41	\$ -	\$ -	\$ -	52 E 3100 260 0052 326	

402-1-111-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5. - Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6th-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 4,860	\$ 4,860	\$ -	\$ -	\$ -	52 E 1000 120 0052 326	9 paras for summer programming
402-1-112-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security- Summer Programs Non Certified	\$ 3,499	\$ 3,499	\$ -	\$ -	\$ -	52 E 1000 220 0052 326	Social Security- paras-summer programming
402-1-113-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment- Summer Program Non Certified	\$ 46	\$ 46	\$ -	\$ -	\$ -	52 E 1000 250 0052 326	unemployment- paras-summer programming
402-1-114-20210608	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Work Comp- Summer Programs Non Certified	\$ 101	\$ 101	\$ -	\$ -	\$ -	52 E 1000 260 0052 326	workers comp-paras-summer programming

402-1-115-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	USD 402 would like to place a greater focus on intervention in reading at all four elementary schools in response to the pandemic. Renaissance Star Reading provides valuable data which can be used to reduce learning loss in 2021-22.	\$ 10,203	\$ -	\$ 10,203	\$ -	\$ -	52 E 1000 610 0052 326	
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Kansas CommonApp (2020)

1545-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EmnRMRmp

409_Atchison_ESSER II Plan_0426

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 409 Atchison Public Schools
Applicant / Mailing Address	
626 Commercial St Atchison, KS 66002	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Renee Scott
Applicant / Email Address of Owner, CEO, or Executive Director	renee.scott@usd409.net
Applicant / Phone Number	913-360-6500

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0697623
Applicant / Website Address (if applicable)	www.usd409.net
Applicant / Mission Statement (if applicable)	

The mission of the Atchison Public School District shall be to identify and remove all barriers to promote equal opportunities for success by all students

Building Successful Futures: Every Student, Every Day

Belief Statements

We believe all students will learn and succeed.

We believe high levels of learning require strong partnerships among school, parents, and communities.

We believe our students will learn academic as well as social skills and soft skills to be successful.

We believe our schools must provide a safe and caring environment that promotes collaboration and problem-solving.

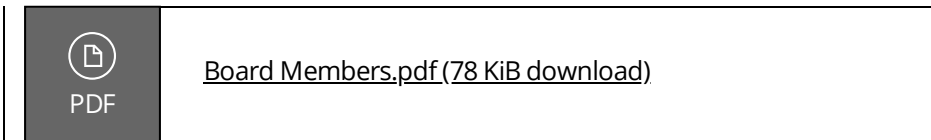
We believe a successful school must provide a relevant and rigorous curriculum and promote lifelong learning for all.

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)



Applicant / Board Member List (if applicable)



Fiscal Agent / Name (if applicable) | LORI LANTER

Fiscal Agent / Email (if applicable) | llanter@usd409.net

Fiscal Agent / Mailing Address (if applicable)

626 Commercial St
Atchison, KS 66002

Application details

Full District Name | Atchison Public Schools

District Number | 409

Mailing Address | Street Address | 626 COMMERCIAL ST

Mailing Address | City | ATCHISON

Mailing Address | Zip Code | 66002

Authorized Representative of the District | Name | Renee Scott

Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	renee.scott@usd409.net
Authorized Representative of the District Phone Number	+19133606500
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	llanter@usd409.net
Other District Representative 2 Email Address	llanter@usd409.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The cost impact on USD 409 was enormous. We lost 72.2FTE resulting in a major negative economic impact to our general fund and anticipated future Title funds. In addition to negative economic impact, our students showed decline academically as well.

Our iReady reading scores showed an increase of 8% of students K-8 reading one or more grade levels below on our winter diagnostics. iReady math scores showed an increase of 6% of students scoring one or more levels below grade level. In addition when comparing math scores to students nationally, our students are 8% lower for students one or more grade levels below. In reading the difference is 17%, a difference of 13% from the previous year. Data attached to specific skills showed students at the beginning of the year at or above the nation on many skills, but a much lower growth rate than compared to the nation by winter. At the high school level, our ACT scores showed a significant drop in all subject areas scoring lower than the state and nation in all areas.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

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 effects of COVID-19 have exacerbated the discrepancies of teaching and learning at USD 409. iReady data, ACT scores, and our final analysis from Cognia Accreditation reveals some significant needs of both staff and students. All of our ESSER-II funding requests align with the Navigating Next document from KSDE. We will partner with Visible Learning for the next three years to evaluate teacher effectiveness in closing our achievement gap. This support will provide intensive assessment, professional development, and on-site coaching for all staff to solidify tier 1 instruction. A data analyst will provide support to PLCs with multiple data sources aligned to provide the best interventions for students and monitor program effectiveness.

Summer school intercessions will be offered to all students grades pre-K through 12. Summer school teachers will receive intense professional development to provide them with the necessary tools to address grade band competency deficiencies. Incentives are offered for students who regularly attend and show growth. These on-site opportunities will focus on rigorous STEAM inspired lessons, interactive opportunities, provide meals and transportation, and allow for intervention and enrichment. Beginning in the fall of 2021, after school tutoring with transportation as well as a tutoring hotline that will support English, Math, and elementary learners.

Through a partnership with Apple, all staff will be given additional professional development opportunities to effectively utilize technology for lesson integration and transformational learning. Social-Emotional needs will be addressed by partnering with our local mental health clinic to provide hours after work for staff to access a clinical psychologist and by also adding a second clinical psychologist to provide direct support to two additional schools.

High school students will have access to an IPS facilitator who will meet with every junior and senior to address future goals and provide access for student and business/community partnerships.

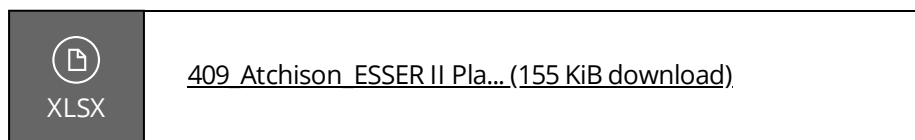
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our plan for continuous improvement and assessment is built into our ESSER II direct allocation. Utilizing a data analyst and a data warehouse, we will continuously monitor the progress and adjust accordingly as well as measure program effectiveness. This assessment will not only be geared towards students who need Tier 2 and intensive Tier 3 supports, but the assessment will also gauge tier 1 instruction. Specifically, our focus at the tier one level will be on essential standards and competencies as well as effective feedback so that instructional strategies are directly aligned with student needs and differentiated accordingly. USD 409 is committed to transparency with our funding, and will vow to use the funds for student improvement, teacher effectiveness, and parent engagement.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Lori Lanter

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
409	Atchison Public Schd	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
409-1-001-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush SIS Services- Provide mentoring, basic support for administrators, certified staff, and support staff as well as three different focus areas of our choosing. As overwhelmed teachers are trying to balance work load and responsibilities, Greenbush services wiol provide support that we have never utilized before.	\$ 16,250	\$ 16,250	\$ -	\$ -	\$ -	73-1000-330-970	
409-1-002-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lost Chargers & Cubes- Replace students lost iPad cubes and charging cords while the students were on Quarantine or Remote Learning during April 2020- June 2021.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	73-1000-610-970	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
409-1-003-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom-Renewed subscription for Zoom Application that is used by students, teachers and administrators to conduct meetings/school. Zoom increased opportunites for parent engagement and will be continued to be utilized as we begin transitioning out of restrictions.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	73-1000-610-970	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

409-1-004-20210608	Eligible	Direct Allocation	Academic Student Assessment	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Educlimber-Advance Support Setup-Educlimber will help us effectively monitor student interventions and program effectiveness. All of our data will now be housed in one location which will increase access efficiency of multiple data sources for all staff. This will be a primary tool for the data analyst.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	73-2240-320-970	Per narrative, district exhibited documented learning loss in reading and math at the K-8 levels as evidenced by state assessments, and learning loss at the high school level as evidenced by decreased ACT scores. Data analysis will measure program effectiveness addressing learning loss.
409-1-005-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Promethan Boards- Promethan provide hands-on technology access for students during centers, direct instruction, and small group instruction. This increases classroom collaboration efforts.	\$ 15,793	\$ 15,793	\$ -	\$ -	\$ -	73-1000-730-970	Per applicant, Addresses learning loss related to covid and allows students greater access to collaborate.
409-1-006-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through MATH & ELA-COVID has made clear that math and ELA teachers at the secondary level need intensive support in developing project based learning activities for students at the tier 1 level. Intensive coaching support specific to math and ELA will be provided on-site during class time by outside entities.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, We will utilize specific professional development support from Study Sync and Visible Learning specific to ELA and Math. Because of COVID, our teachers need additional support in project based instruction and our test scores in these areas have declined dramatically as a result of covid learning loss.

409-1-007-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School Support Materials-In order to increase student engagement, we will ensure necessary materials are provided to all staff and students.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	73-1000-610-970	Per applicant, STEAM materials to address hands-on learning, all curriculum and supplies materials for summer school.
409-1-008-20210608	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	Community Partnership Summer-Because of limited staff availability, we will be partnering with community entities to provide engaging activities during our summer programming.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	73-1000-300-970	Per applicant, field trip activities that the students attending our summer school programs may attend.
409-1-009-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Technology-Related Repairs and Maintenance	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	AMS Auditorium Sound System/Projector/Screen-Upgrade the Middle School auditorium sound system and add a projector for presentations which allows students and staff to maintain social distance.	\$ 84,427	\$ 84,427	\$ -	\$ -	\$ -	73-2600-432-970	
409-1-010-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Apple Teacher Incentives-Incentives will be provided for teachers to become deeper with the use of their device as well as integration accountability within classroom lessons.	\$ 93,000	\$ 93,000	\$ -	\$ -	\$ -	73-1000-610-970	Per applicant, the district covers additional pay for teachers to receive training to better utilize technology for education purposes, addressing learning loss. Apple provides the card.

409-1-011-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Applebus-Temp Takers-Our transportation company (AppleBus) employs 6 people to take students temperatures on each route before they are allowed to get on the bus to go to school.	\$ 34,896	\$ 34,896	\$ -	\$ -	\$ -	73-2710-513-970	
409-1-012-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through OTHER- As we begin to evaluate programs, we will provide direct support to any necessary subject area or grade level.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, we plan to provide additional co-teaching support for any staff who has not been trained in the co-teaching model as well as provide any support for subject area teachers who are struggling to meet learners needs as a direct relation to learning loss from COVID.
409-1-013-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through Professional Learning and Application-We often use assessment to measure student growth, but our focus will also be to utilize assessment for teacher and instruction effectiveness. We will be utilizing Visible Learning to provide intensive strategic learning and coaching for all staff and administration.	\$ 145,000	\$ 145,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, Learning loss that is covid-related. Specifically, tier 1 instruction to address covid-related learning loss.

409-1-014-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Strategic Learning and Coaching Through Tech2Go- We will offer intensive, teacher-driven technology professional development in which we grow our own technology leadership capacity.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, We will build leadership capacity to address technology needs for students. Because of COVID, we put a device in every student's hands at the K-5 level without professional development to teachers on how to utilize technology to enhance instruction instead of as a replacement tool. COVID has created a need for professional development directly related to effective technology use.
409-1-015-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Substitutes-Cost of substitute teachers at \$110 a day to cover teachers classrooms when teacher is on quarantine/tested positive for Covid.	\$ 26,500	\$ 26,500	\$ -	\$ -	\$ -	73-1000-111-970	
409-1-016-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	11A. Planning and implementing summer learning or enrichment programs	Summer School Training for Teachers-We do not wish summer school to be traditional in nature. Therefore, we will provide design thinking professional development to be used in conjunction with STEAM learning for our summer school programs.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	73-1000-330-970	Per narrative, Summer school teachers will receive intense professional development to provide them with the necessary tools to address grade band competency deficiencies.

409-1-017-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Tech Integration through Apple Professional Learning Series-Apple professional development trainers will be provided for teachers to become deeper with the use of their device as well as integration accountability within classroom lessons.	\$ 35,000	\$ 35,000	\$ -	\$ -	\$ -	73-1000-330-970	Per applicant, Because of COVID, we put a device in every student's hands at the K-5 level without professional development to teachers on how to utilize technology to enhance instruction instead of as a replacement tool. COVID has created a need for professional development directly related to effective technology use.
409-1-018-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	IPS/Transition Coordinator (AHS)-Work with juniors and senior to re-establish workbased learning opportunities lost due to Covid interruptions. Continue to build community/industry/post-secondary training paused during Covid	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	73-1000-113-970	
409-1-019-20210608	Eligible	Direct Allocation	Academic Student Assessment	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	iReady-Screen, diagnose, provide specific interventions to help alleviate learning loss and monitor student growth	\$ 57,000	\$ -	\$ 57,000	\$ -	\$ -	73-2240-320-970	
409-1-020-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Lost iPads-Replace students lost iPads while the students were on Quarantine or Remote Learning during April 2020-June 2021.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	73-1000-730-970	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

409-1-021-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School Incentive- Students-Re-engage student in learning and attract our reluctant learners back to school to received additional instruction to alleviate learning loss	\$ 13,000	\$ -	\$ 13,000	\$ -	\$ -	73-1000-610-970	Per applicant, there is no incentive for students, the request is for materials/supplies for summer school, such as books, problem solving puzzles, STEAM gadgets, etc.
409-1-022-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Summer School Transportation-Our transportation company (AppleBus) charges \$11.74 per day per bus route to do additional cleaning of buses due to Covid	\$ 25,173	\$ -	\$ 25,173	\$ -	\$ -	73-2710-513-970	
409-1-023-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School- Teachers & Coordinators-Hiring 20 teachers for summer school for 5 days a week for a total of 6 weeks. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021. Also includes one hour per week per teacher for planning period.	\$ 98,724	\$ -	\$ 98,724	\$ -	\$ -	73-1000-110-970	
409-1-024-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School-Paras-Hiring 15 paraeducators at \$12.00 for summer school for 5 days a week for a total of 6 weeks. Each paraeducator is expected to work 4.5 hours per day. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021.	\$ 31,500	\$ -	\$ 31,500	\$ -	\$ -	73-1000-121-970	

409-1-025-20210608	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11B. Planning and implementing supplemental after-school programs	After School Tutoring Transportation-Cost of 3 bus routes for 5 days a week for summer school. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021.	\$ 27,346	\$ -	\$ 27,346	\$ -	\$ -	73-2710-513-970	
409-1-026-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Tutoring-Paras-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 paraeducators.	\$ 7,488	\$ -	\$ 7,488	\$ -	\$ -	73-1000-122-970	
409-1-027-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	11B. Planning and implementing supplemental after-school programs	After School Tutoring-Teachers-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 teachers.	\$ 17,793	\$ -	\$ 17,793	\$ -	\$ -	73-1000-112-970	
409-1-028-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Data Analyst-Set up, assemble data from data warehouse, and provide training and support for teachers in data analysis during PLCs. Setup and monitor program effectiveness dashboard	\$ 61,500	\$ -	\$ 61,500	\$ -	\$ -	73-2200-120-970	Per applicant, Because of COVID we will be utilizing a plethora of data and will utilize an analyst to provide the appropriate data, dashboard, and reports to all stakeholders to address learning loss.
409-1-029-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security-Employer FICA and FICM for Summer school	\$ 9,116	\$ -	\$ 9,116	\$ -	\$ -	73-1000-220-970	Per applicant, amount edited to reflect summer only.

409-1-030-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Social Worker at Central (Partnership with Atchison Community. Health)- Address students and staff SEL needs heightened by the pandemic onsite and act as an liason for family and community resources in our most at-risk population	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	73-2100-110-970	
409-1-031-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	11B. Planning and implementing supplemental after-school programs	Tutoring Hotline-Teachers- Establishing a tutoring hotline available 4 days a week for 2 hours in the evening for 144 days staffed with 3 teachers, one from each building.	\$ 26,689	\$ -	\$ 26,689	\$ -	\$ -	73-1000-112-970	
409-1-032-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Unemployment-Employer unemployment tax for Summer school	\$ 781	\$ -	\$ 781	\$ -	\$ -	73-1000-290-970	Per applicant, amount edited to reflect summer only.
409-1-033-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Social Security-Employer FICA and FICM for after school	\$ 3,638	\$ -	\$ 3,638	\$ -	\$ -	73-1000-220-970	Per applicant, row added for after school.
409-1-034-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	Unemployment-Employer unemployment tax for after school	\$ 312	\$ -	\$ 312	\$ -	\$ -	73-1000-290-970	Per applicant, row added for after school.

409-1-035-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Social security for data analyst.	\$ 3,465	\$ -	\$ 3,465	\$ -	\$ -	73-2200-120-970	Per applicant, row added for data analyst.
409-1-036-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment for data analyst	\$ 297	\$ -	\$ 297	\$ -	\$ -	73-2200-120-970	Per applicant, row added for data analyst.
409-1-037-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Social security for social worker	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	73-2100-110-970	Per applicant, row added for social worker.
409-1-038-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Unemployment for social worker	\$ 300	\$ -	\$ 300	\$ -	\$ -	73-2100-110-970	Per applicant, row added for social worker.

Kansas CommonApp (2020)

1615-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



YrDRaAjM

416_LOUISBURG_ESSER II Plan_0512

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 416 Louisburg

Applicant / Mailing Address

| PO BOX 550
| Louisburg, KS 66053

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Brian Biermann

Applicant / Email Address of Owner, CEO, or Executive Director | delmezk@usd416.org

Applicant / Phone Number | 913-837-1700

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Louisburg

District Number | 416

Mailing Address Street Address		PO BOX 550
Mailing Address City		Louisburg
Mailing Address Zip Code		66053
Authorized Representative of the District Name		Katy Delmez
Authorized Representative of the District Position or Title		Director of Business
Authorized Representative of the District Email Address		delmez@usd416.org
Authorized Representative of the District Phone Number		+19138371700
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD #416, just like every school district in Kansas, has tried to support all learners during this pandemic. We have had remote learning, blended learning and onsite learning. We have also experienced students moving in and out of the different learning options. Furthermore, we have had students and staff quarantined throughout the school year. All of these items have impacted the teaching and learning environment in our school district and community. We have tried to provide the needed academic, social/emotional, behavior, special education, ELL, nutritional and technology supports throughout the year. Each family and student bring a unique need to the equation. We believe we are able to reach a very wide and supportive support system with these additional federal funds. We continue to review local (Fastbridge, MyIGDIs, Kansas Communities that Care, SAEBRS, etc.) data to identify students that have struggled during the pandemic. We have worked on providing additional staffing, programs and supports to support our students and families in the upcoming school years. We will continue to monitor the effectiveness of our plan. We also will use the 2021 State Assessment data as another source of improvement data for our school district. We are currently communicating our plan for next school year so our families, students and staff know what our direction for teaching and learning look like at this time. We understand that the pandemic is a dynamic and ever-changing situation, but we feel like we have provided the needed supports to meet the challenges ahead.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD #416 plans to use its ESSER II funds to target many of the fifteen areas that have been identified as reasonable and needed expenses for the pandemic. We have allocated ESSER II dollars to expand our Title I Program by adding a Title Aide. We are lowering our elementary class sizes by adding an additional Kindergarten Teacher. We are purchasing supplies to sanitize and clean our facilities, as well as make sure we have appropriate numbers for custodial staff support. We have budgeted the needed resources for staff and technology to help support our remote learning platform for families that choose this option next school year. This includes online learning platforms and hotspots. We have contracted with our local mental health department to provide additional mental health services. We have also engaged in providing a new social/emotional curriculum for our entire school district. Our district has purchased educational technology, as well as supplemental at-risk programming to help low performing students increase their academic skills. We have contracted with our local service center to provide the needed administrative support our school district will need. We have provided additional resources for professional development for our teaching staff. We will be providing some needed HVAC upgrades to our two oldest buildings. We will continue to work with our local health officials to coordinate an appropriate response and preparedness plan for our community, staff and students. We will continue to monitor our plan and make the needed changes as we progress next year.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We are committed to making data-informed decisions as we monitor the impacts of our additional resources for our staff and students. We have many data systems in place that will help with this monitoring. The additional professional development, programming and resources we will be providing our staff will allow us to effectively learn and monitor learning loss for each student. We have elicited the support of Greenbush and TASN to support our efforts. We have established building leadership and district leadership teams that will work through the MTSS process to review data and make adjustments to teaching, learning and effective at-risk programming. We are committed to reviewing all aspects (academic, behavior, social/emotional) of each child to make sure they each have the needed supports. We are also committed to making the needed adjustments throughout the year and make needed changes as we review the data for each student we serve.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



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 | Katy Delmez

Date | 05/12/2021

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USD	District Name	Data as of
416	Louisburg	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
416-1-001-20210608	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies to sanitize and clean school facilities.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	7	
416-1-002-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus	Additional staffing costs for the operation and sanitization of the LEA school buildings.	\$ 32,400	\$ -	\$ 32,400	\$ -	\$ -	7	
416-1-003-20210608	Eligible	Direct Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies for student academic support and education support for staff and students.	\$ 38,772	\$ -	\$ 38,772	\$ -	\$ -	7	Supplies for student academic support and education support for staff and students. This includes software programs such as OdysseyWare/Edgenuity, 7 minds social mindset, Aleks, Freckle Math, Turnitin.
416-1-004-20210608	Eligible	Direct Allocation	Support Services (Students)	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Providing hotspots for families with little or no internet connection.	\$ 13,000	\$ 5,000	\$ 8,000	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

416-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Substitute teacher costs for teachers that are gone due to COVID exposure and support for teachers virtually and help in the classroom.	\$ 204,098	\$ 42,440	\$ 161,658	\$ -	\$ -	7	
416-1-006-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	Supplies for vaccination site and supplies for social distancing.	\$ 7,863	\$ 7,863	\$ -	\$ -	\$ -	7	Supplies for vaccination site and supplies for social distancing. The district held 3 vaccination clinics for the community. The expense includes custodial support as well as utility costs.
416-1-007-20210608	Eligible	Direct Allocation	Instructional Staff Training Services	General Supplies and Materials (includes computer software)	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Professional Development	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	7	The district was not able to do as much PD this past year. We paused many of our PLC and MTSS efforts. The district will ramp back up the PLC and MTSS during the 2021-2022 school year to support all students and staff in all areas (academics, behavior and social/emotional).
416-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School	\$ 5,400	\$ -	\$ 5,400	\$ -	\$ -	7	Summer School - The district plans to offer a "Jump Start" Summer school for grades 3-8. The expense will be to help pay the extra duty expense of teachers teaching summer school to identified students.
416-1-009-20210608	Eligible	Direct Allocation	Operation of Buildings	Heating Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to	HVAC Upgrades	\$ 49,318	\$ -	\$ 49,318	\$ -	\$ -	7	HVAC Upgrades - The district is putting in upgraded HVAC in the two oldest buildings (1957 and 1977). The district will use the funds to help get the best upgraded systems to help with air quality. Allowable if CDC guidelines are met.

416-2-001-20210608	Eligible	True Up Allocation	Support Services (Students)	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies for student academic support and education support for staff and students.	\$ 82,588	\$ -	\$ 82,588	\$ -	\$ -	7	Per district with email 05/31/2021: supplies include cleaning supplies, towels, additional sanitizer relating to Covid.
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Kansas CommonApp (2020)

1610-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qPwepeAD

437 Auburn-Washburn_ESSER II Plan_0507

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Auburn-Washburn USD 437
Applicant / Mailing Address	5928 SW 53rd St Topeka, KS 66610
Applicant / First and Last Name of Owner, CEO, or Executive Director	Bruce Stiles
Applicant / Email Address of Owner, CEO, or Executive Director	stiledan@usd437.net
Applicant / Phone Number	7853394040

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0722041
Applicant / Website Address (if applicable)	usd437.net

Application details

Full District Name	Auburn-Washburn
District Number	437
Mailing Address Street Address	5928 SW 53rd St.
Mailing Address City	Topeka
Mailing Address Zip Code	66610
Authorized Representative of the District Name	Dr. Scott McWilliams
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mcwilsco@usd437.net
Authorized Representative of the District Phone Number	+1(785)3394030
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	turnekim@usd437.net
Other District Representative 2 Email Address	stiledan@usd437.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Throughout the 2020-21 school year our District has implemented three different models that followed changing community guidelines: in-person, hybrid and fully remote. Families had the option of choosing the format that met their needs. Each change required modifications to staffing, schedules, classrooms, furniture and curriculum. Students experienced up to four significant changes. Technology, planning, professional development, curriculum revision, assessment procedures, and personnel have been impacted above and beyond ESSER 1.

Preliminary screening of student achievement does not show widespread learning loss. Assessment scores are not yet finalized but initial review indicates that there are some grade levels in some schools that may have been impacted to a greater degree. Student achievement will be available as the assessment windows close.

Anecdotal observations regarding specific populations suggest some impacts. Many families of EL students chose remote learning this year. That choice has impacted the students' exposure to conversational English. Students with moderate and significant disabilities did not respond well to remote learning during the spring of 2020 so provisions were made to have those students attend in person. The achievement data for students living in the foster care system and who experience poverty will be analyzed when it is available.

Finally, the spring 2020 school closure and the 2020-21 disruptions have created increased social-emotional needs for many

students PreK - 12. The reliance on technology required in both school and home settings has also created challenges for staff, students, and families. Additional technology staff and support were needed to meet these needs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II funds will primarily be used to hire additional staff to provide direct services to students and to optimize the master schedule and free up time for classroom teachers to be able to reteach or remediate skill deficits in small flexible groups. Instructional coaching specifically in the area of reading will be added to existing resources at the middle school. Support for elementary students' social/emotional needs will be added at four elementary schools. Case management supports will be expanded at the high school for students considered to be at-risk.

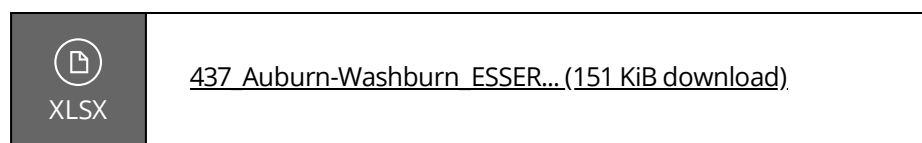
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Progress monitoring systems are already in place to determine the effectiveness of interventions. Current systems will be used to track the progress of students receiving services.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Scott McWilliams

Date | 05/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
437	Auburn Washburn	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
437-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Positions are being added in three large elementary schools to support the social/emotional and behavioral needs of students as they return to school in response to increased internalizing and externalizing behaviors. These positions will also work with teachers to implement school-wide and classroom supports for students.	\$ 210,000	\$ -	\$ 210,000	\$ -	\$ -	59-1000-50131-021	Provide information on how many positions are being added; Applicant responded via email (5/19/21): 3 certified FTE positions to serve 172 staff members and 1,519 students.
437-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Positions are to be added at the high school level to increase the capacity of the REACH program, which is designed to offer additional support for 9th and 10th graders. Case management, academic planning, tutoring and monitoring, increased parent collaboration and individual goal setting are incorporated into the school day for these students. Hybrid and remote learning environments due to the pandemic have resulted in more students needing support.	\$ 105,600	\$ -	\$ 105,600	\$ -	\$ -	59-1000-50137-021	Number of positions to be added; Applicant responded via email: 2 certified FTE positions to provide additional supports for At Risk students transitioning to high school.

437-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities,	Positions to be added at the middle school will provide direct instruction in Math and Reading to students who are experiencing learning gaps as a result of disruptions due to the pandemic.	\$ 105,600	\$ -	\$ 105,600	\$ -	\$ -	59-1000-50138-021	Number of positions to be added; Applicant responded via email: 2 certified FTE to provide instructional and behavioral coaching.
437-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Positions are to be added at the elementary level to increase staffing for Art to 1.0 FTE in each elementary school. The additional staff will facilitate another rotation of elective courses for all students K-6. The result of these master schedule changes will be that there will be a time in the school day for all students to receive teacher direct instruction that either re-teaches or extends learning objectives. Flexible small groups will be available to provide strategic supports based on achievement data.	\$ 158,400	\$ -	\$ 158,400	\$ -	\$ -	59-1000-50139-021	Number of positions to be added and how it relates to COVID-19; Applicant responded via email: 3.5 additional certified art teachers (new staff). Students will receive additional instruction from their classroom teacher when additional art time is added to the schedule. Additional Clarification: Finding time in the school day for classroom content experts to provide direct remediation and enrichment to all students in targeted, small, flexible groups will be accomplished by hiring 3.5 FTE of additional staff to deliver additional humanities rotations. While some of the students in a grade level are in an art class, their classmates can be with their classroom teacher. On a rotation, this will provide equitable access to meaningful remediation/enrichment, additional engagement in appreciation of the humanities that is especially important to students in our community who might not otherwise have exposure to the arts while allowing certified teachers to provide more focused Tier 1 instruction.
437-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 98,000	\$ -	\$ 98,000	\$ -	\$ -	59-1000-50141-021	Number of positions, students and duration; Applicant responded via email: 85 certified FTE and 1,890 students. Program offered June 2 to July 1, 2021.

437-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our district transitioned grade 7-12 students from Phase 2 Hybrid to Phase 3 Onsite on March 12, 2021, for the remaining of the 2020-21 school year. In Phase 2 Hybrid, only students needing intervention attended schools on Wednesdays. In Phase 3 Onsite, all students attend every school day (including Wednesdays). With Wednesday student intervention time being removed from the calendar for middle and high school students, middle and high school teachers were compensated three hours per week at \$35.00 per hour to provide student intervention to students in need of before and/or after school hours.	\$ 231,000	\$ 231,000	\$ -	\$ -	\$ -	59-1000-50142-021	
437-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	When a teacher or support staff member provides approved, organized and structured learning opportunities to address social-emotional or academic deficiencies or needs caused or influenced by the COVID-19 environment, the employee will be paid \$35.00 per hour (average hourly rate of pay for an Auburn-Washburn certified staff member).	\$ 92,000	\$ 92,000	\$ -	\$ -	\$ -	59-1000-50143-021	Information beyond the contract time; Applicant responded via email: This is tutoring provided beyond the duty day to students experiencing learning loss due to COVID-19 for the 2020-2021 school year.
437-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 19,700	\$ -	\$ 19,700	\$ -	\$ -	59-1000-50198-021	staff and student numbers; Applicant responded via email: 9 paraprofessionals and 1,890 students. Program offered June 2 to July 1, 2021.

437-1-009-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 4,200	\$ -	\$ 4,200	\$ -	\$ -	59-2410-50120-021
437-1-010-20210608	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	With the further adoption of technology to support students as a result of COVID-19 to make technology universally available, our district has realized an increased need for technology support. We are adding a network specialist and a computer technician. The increased number of devices supported by the district has exceeded the ability for current staff to support. Additional staff allows the district to return to pre-COVID numbers.	\$ 77,100	\$ -	\$ 77,100	\$ -	\$ -	59-2840-50152-021
437-1-011-20210608	Eligible	Direct Allocation	Building Improvements	PURCHASED PROPER SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	The health office is being remodelled to add separate supervision rooms for male and female students who are ill in school. Utilization increased significantly due to COVID-19.	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ -	59-4700-50720-021

437-1-012-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Explanations provided with salary account lines.	\$ 63,000	\$ -	\$ 63,000	\$ -	\$ -	59-1000-50213-021
437-1-013-20210608	Eligible	Direct Allocation	Central Services	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Explanations provided with salary account lines.	\$ 12,600	\$ -	\$ 12,600	\$ -	\$ -	59-2840-50213-021
437-1-014-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Explanations provided with salary account lines.	\$ 78,070	\$ 24,710	\$ 53,360	\$ -	\$ -	59-1000-50220-021

437-1-015-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Explanations provided with salary account lines.	\$ 320	\$ -	\$ 320	\$ -	\$ -	59-2410-50220-021
437-1-016-20210608	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Explanations provided with salary account lines.	\$ 5,900	\$ -	\$ 5,900	\$ -	\$ -	59-2840-50220-021
437-1-017-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Explanations provided with salary account lines.	\$ 1,030	\$ 320	\$ 710	\$ -	\$ -	59-1000-50250-021
437-1-018-20210608	Eligible	Direct Allocation	Central Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Explanations provided with salary account lines.	\$ 80	\$ -	\$ 80	\$ -	\$ -	59-2840-50250-021

437-1-019-20210608	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 26,000	\$ -	\$ 26,000	\$ -	\$ -	59-2720-50185-021	Number of staff members; Applicant responded via email: 23 bus drivers running 23 summer program routes. Program offered June 2 to July 1, 2021.
437-1-020-20210608	Eligible	Direct Allocation	Student Transportation Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.	\$ 1,990	\$ -	\$ 1,990	\$ -	\$ -	59-2720-20220-021	

Kansas CommonApp (2020)

1591-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xYKZQnWr

450 Shawnee Heights ESSER II Plan Submission 0430

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Shawnee Heights

Applicant / Mailing Address

| 4401 SE Shawnee Heights Rd, Tecumseh, KS 66542

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stacey Bell

Applicant / Email Address of Owner, CEO, or Executive Director | bells@usd450.net

Applicant / Phone Number | 7853795800

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Shawnee Heights

District Number | 450

Mailing Address | Street Address | 4401 SE Shawnee Heights Rd

Mailing Address | City | Tecumseh

Mailing Address | Zip Code | 66542

Authorized Representative of the District | Name | Stacey Bell

Authorized Representative of the District | Position or Title | Secondary Curriculum Director

Authorized Representative of the District | Email Address | bells@usd450.net

Authorized Representative of the District | Phone Number | +17857305030

Would you like to additional district representatives to the application? | No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data. When we brought all of our students back into the buildings 5 days a week, they struggled to get along with each other and were not conditioned to follow the school structure and expectations. Many students are struggling emotionally due to family members sick or struggling emotionally and financially. For our remote students, some of them did well and others really learn better in person but weren't allowed to come on campus due to health conditions or concerns.

For our high school students, there is a higher percentage of students that will need some credit recovery over the next couple of years to get back on track to graduate. Close monitoring of their progress will be required.

Students with disabilities also really struggled over all. Our staff did the best they could to continue services and we will need to offer after school tutoring during 2021-2022 to help them gain momentum on making progress towards their goals.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We will finish using up our ESSER I funds with the April and May payroll. We will end up with about \$1000 left in ESSER I SPED that will be used to pay SPED teachers to work with students for the last month of school.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 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.

Currently, we will use some of our ESSER II funding to reimburse the district for some payroll expenses we incurred during the FY 21. We will also need some of that funding to finish off paying positions we hired during the 20-21 school year. Then we will fund our K-12 Summer Learning Opportunities for the 2021 summer. This is will be an expanded opportunity compared to offerings our district has offered in the past.

For next year, we will be adding 4 Interventionists to our elementary buildings to help work with students that are struggling. We will be adding 2 classroom teachers (3rd grade) to follow the current 2nd graders that are struggling with reading. This will allow us to reduce class sizes in those grades to provide more targeted instruction for those students. We will add 1 classroom teacher at the high school to help with credit recovery. Then to help with working with the increased needs of students with social-emotional concerns, we are going to hire 2 dean of students for our elementary schools. For these new classrooms, we will need to adapt current spaces to make them classrooms this summer as well as purchase new curriculum materials for these classrooms. These new staff positions will also need technology that our other staff have access to.

Lastly, we will monitor our data closely to see what other curriculum resources will need to put in place to help bridge the gap.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We have purchased FastBridge and will test students 3 times a year in reading and math to monitor growth. We will also be using that assessment for our summer learning to look at the impact each program has on student learning.

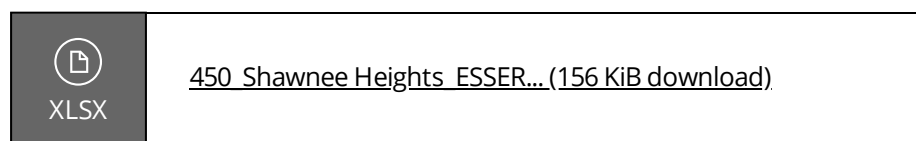
In addition, we will give the SAEBERS assessment (through FastBridge) to help monitor Social-Emotional growth of students.

For high school, we will also do frequent transcript analysis to make sure that students and families are aware of status and are making plans to catch back up in order to ensure success in having enough credits to graduate.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stacey Bell

Date | 04/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
450	Shawnee Heights	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
450-1-001-20210608	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Curriculum Materials for newly added classrooms - 4 interventionists and 3 classroom teachers to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 95,755	\$ -	\$ 95,755	\$ -	\$ -	40550	Per narrative, Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data.
450-1-002-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hot Spot service for students who were hybrid/remote for the 20-21 SY. Due to the pandemic, we now know which students that don't have reliable internet access and will help those students/families with access to hotspots for the 21-22 SY.	\$ 42,297	\$ 7,197	\$ 35,100	\$ -	\$ -	40554	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
450-1-003-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To address learning loss, we are adding additional staff to help reduce class size in most affected grade levels and buildings. They will need teacher laptops that we do not have currently.	\$ 9,711	\$ 9,711	\$ -	\$ -	\$ -	40554	

450-1-004-20210608	Eligible	Direct Allocation	Educational Specifications Development	Other Buildings	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus	In order to add additional classes to reduce class size, we will have to convert spaces into classrooms. This funding will go towards cabinetry, desks, chairs, etc. to make the space a classroom.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	40558	
450-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 150,777	\$ 81,420	\$ 69,357	\$ -	\$ -	40552	Per applicant, We are calling our Summer School, "Summer Learning Opportunities". We have invited 504 students K-8 to participate in learning in 4 different models based on data showing that the pandemic impacting their normal growth patterns. (In-person, remote, individual/small group tutoring, and Invention Project.) Elementary will have 3 hours in-person or remote for 18 school days or 30 hours of tutoring throughout the summer. Middle school will have 3 hours in-person or remote for 18 school days or 30 hours of tutoring throughout the summer. They will also offer 3 hours in the after of Invention Project (STEM activities) for 18 school days. For in-person classes, students will rotate around to do math, ELA, and SEL activities. A total of 42 certified staff members are signed up to serve in some capacity this summer.

450-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 571,051	\$ 5,918	\$ 565,132	\$ -	\$ -	40552	Per narrative, Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data. When we brought all of our students back into the buildings 5 days a week, they struggled to get along with each other and were not conditioned to follow the school structure and expectations. Many students are struggling emotionally due to family members sick or struggling emotionally and financially. For our high school students, there is a higher percentage of students that will need some credit recovery over the next couple of years to get back on track to graduate.
450-1-007-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 40,508	\$ -	\$ 40,508	\$ -	\$ -	40552	
450-1-008-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 9,348	\$ 5,048	\$ 4,300	\$ -	\$ -	40552	

450-1-009-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 35,405	\$ 367	\$ 35,038	\$ -	\$ -	40552	
450-1-010-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 2,186	\$ 1,181	\$ 1,006	\$ -	\$ -	40552	
450-1-011-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 8,280	\$ 86	\$ 8,194	\$ -	\$ -	40552	
450-1-012-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 151	\$ 81	\$ 69	\$ -	\$ -	40552	

450-1-013-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 571	\$ 6	\$ 565	\$ -	\$ -	40552	
450-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 39,014	\$ 7,543	\$ 31,470	\$ -	\$ -	40553	Per applicant, We are hiring 18 teacher aides (classified staff) to help with each of the in-person classes. Our in-person class sizes are capped at 20 students so the teacher aide in each room will help facilitate small group activities as well as help assist students with disabilities as needed in order to provide targeted instruction based on spring data.
450-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 111,296	\$ 27,897	\$ 83,399	\$ -	\$ -	40553	See previous row for description.
450-1-016-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 21,520	\$ 844	\$ 20,676	\$ -	\$ -	40553	

450-1-017-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 2,419	\$ 468	\$ 1,951	\$ -	\$ -	40553	
450-1-018-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 6,954	\$ 1,770	\$ 5,184	\$ -	\$ -	40553	
450-1-019-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Medicare - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 566	\$ 109	\$ 456	\$ -	\$ -	40553	
450-1-020-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 1,626	\$ 414	\$ 1,212	\$ -	\$ -	40553	
450-1-021-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.	\$ 39	\$ 8	\$ 31	\$ -	\$ -	40553	

450-1-022-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.	\$ 114	\$ 30	\$ 84	\$ -	\$ -	40553	
450-1-023-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 20,295	\$ 20,295	\$ -	\$ -	\$ -	40555	
450-1-024-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group Insurance - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 633	\$ 633	\$ -	\$ -	\$ -	40555	
450-1-025-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 1,258	\$ 1,258	\$ -	\$ -	\$ -	40555	

450-1-026-20210608	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 294	\$ 294	\$ -	\$ -	\$ -	40555	
450-1-027-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 20	\$ 20	\$ -	\$ -	\$ -	40555	
450-1-028-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 19,570	\$ 14,677	\$ 4,892	\$ -	\$ -	40556	
450-1-029-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA	Group Insurance - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 844	\$ 633	\$ 211	\$ -	\$ -	40556	

450-1-030-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 1,139	\$ 854	\$ 285	\$ -	\$ -	40556	
450-1-031-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Medicare - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Medicare - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 266	\$ 200	\$ 67	\$ -	\$ -	40556	
450-1-032-20210608	Eligible	Direct Allocation	Maintenance of Buildings	On-Behalf Payments	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	KPERS On-Behalf Payment- FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 182	\$ 136	\$ 45	\$ -	\$ -	40556	
450-1-033-20210608	Eligible	Direct Allocation	Maintenance of Buildings	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.	\$ 20	\$ 15	\$ 5	\$ -	\$ -	40556	

Kansas CommonApp (2020)

1504-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ayANbdJa

453_Leavenworth_ESSER II Plan_0514

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Leavenworth USD 453

Applicant / Mailing Address

| PO Box 969
| Leavenworth, KS 66048

Applicant / First and Last Name of Owner, CEO, or Executive Director | Beth Mattox

Applicant / Email Address of Owner, CEO, or Executive Director | beth.mattox@lvpioneers.org

Applicant / Phone Number | 9136841400

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 486034016

Applicant / Website Address (if applicable) | www.usd453.org

Applicant / W9 or Year-end Financial Statement (if applicable)

[Download Form W-9](#)

|



PDF

[USD 453 FORM W9.pdf \(68 KiB download\)](#)

Application details

Full District Name		Leavenworth
District Number		453
Mailing Address Street Address		200 N 4th Street
Mailing Address City		Leavenworth
Mailing Address Zip Code		66048
Authorized Representative of the District Name		Beth Mattox
Authorized Representative of the District Position or Title		Chief Financial Officer
Authorized Representative of the District Email Address		beth.mattox@lvpioneers.org
Authorized Representative of the District Phone Number		+19136841400
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID-19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).

As well, the emotional impact was measured with the implementation of SAEBRS Social-Emotional screening during the 2020-21 school year. According to the SAEBRS teacher rating scale, 22.7% of students scored in the 'some risk' category. Of these students, the greatest concern was in the emotional area with the lowest level of concern being in the academic area of the assessment. According to the MySAEBRS student rating scale, 39.8% of students scored in the 'some risk' category.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Purchasing survey tool to use with staff, students, families, that aids in developing, implementing, and adjusting procedures and systems to improve our preparedness and response efforts per the recommended COVID related safety guidelines.

Purchasing communication equipment to implement necessary procedures and systems to improve our preparedness and response efforts.

Purchasing educational technology software that aids in regular and substantive educational interaction between students and their classroom teachers.

Installing contactless water bottle filler stations to reduce the risk of virus transmission.

Payment of salaries to substitute teachers necessary due to staff members being quarantined.

Payment of salaries to staff working the additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations during the 2020-2021 school year.

ESSER I SPED we plan to provide professional development to para educators addressing student learning loss, student behaviors, and social and emotional needs in response to COVID.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 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 taking a STEM summer camp approach for our grades K-8 and a college schedule for earning credits for our 9-12 students. The goals for this program is to stop or greatly decrease the impact of summer slide, help our remote students adjust to in person instruction again, and allow opportunities for hands-on and social interactions that were limited this year. The day is structured to provide students with whole group inquiry based learning and then small group instruction that is targeted to address an individual's missing skills. We will provide student transportation services.

Hire 6 elementary teachers, 1 early education interventionist, and 1 MTSS Specialist to accurately assess students' academic progress and provide differentiated classroom instruction to meet students' academic needs.

Hire 1 Extended Learning Program Director to manage all activities related to planning, implementing and monitoring summer learning and supplemental after school programs.

Hire 5 social workers or counselors to provide information and connect families to community resources and manage chronic student absenteeism.

Payment of salaries to 260 teachers working the additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations during the 2020-2021 school year.

Replace boiler for better control of humidity inside school facility.

Upgrade HVAC control system for better outside air circulation.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of its ESSER dollars by comparing the 2021 Fall BAS scores for our K-6 students as compared to the 2020 data to determine if the learning loss was as great. Our high school will track credits completed to monitor if we are increasing the number of students on track to graduate with their peers.

Our district is transitioning our diagnostic screener from iReady to Fast Bridge this August. We anticipate a decrease in

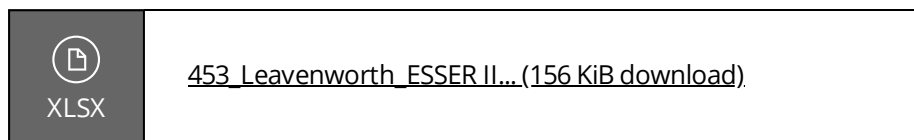
chronic student absenteeism rate.

We will create and implement intervention resources and lessons based on SAEBRS identified areas of need and anticipate a decrease in percentage of students in some risk category of SAEBRS.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational

agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Beth Mattox

Date | 05/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
453	Leavenworth	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
453-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 50 employees	\$ 387,855	\$ -	\$ 387,855	\$ -	\$ -	24-1000-0128-00-0000	Per applicant, June 7 - July 30, 2021, Monday-Friday, 8:00 am - 2:30 pm, approximately 250 K-12 students. Enrichment Activities: Field Trips, Outdoor Challenges, Robotics Coding, Obstacle Courses, Culinary Challenges, Service Learning, Fine Arts, Team Challenges, Guest Speakers. Summer Camp Student Schedule: 8:00-8:30 am Arrival and Breakfast 8:30-8:45 am Soft Start Transition 8:45 - 12:15 pm Whole Group Lesson/Math Small Group/PBL Lab Builds/Reading Small Group/Enrichment Activity 12:15-12:45 pm Lunch 12:45-2:30 pm Whole Group Lesson/Math Small Group/Reading Small Group/Enrichment Activity 2:30-2:45 pm Dismissal
453-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Camp to help remote students adjust to in person instruction again, small group instruction targeted to address learning loss, hands-on and social interactions payment of salaries to 40 employees	\$ 124,700	\$ -	\$ 124,700	\$ -	\$ -	24-1000-0123-00-0000	See previous row for description.
453-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment	Payment of social security tax for employees working Summer Camp	\$ 51,255	\$ -	\$ 51,255	\$ -	\$ -	24-1000-0220-00-0000	

453-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	6 elementary teachers x \$45,000 for 1st & 2nd grade to address literacy learning loss, 1 Early Education Interventionist x \$45,000 for early education to improve phonics and vocabulary skills, provide differentiated instruction to meet students' academic needs	\$ 451,000	\$ -	\$ 451,000	\$ -	\$ -	24-1000-0115-00-0000	
453-1-005-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 7 employees	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment of salaries to staff working additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations 260 teachers x 8 hours x 13 months x \$30 per hour	\$ 811,200	\$ 811,200	\$ -	\$ -	\$ -	24-1000-0115-00-0000	Per applicant: the request is for reimbursement of funds expended. Please consider our staff efforts addressing learning loss among students. As a whole, certified staff and administrators, in addition to support staff, worked diligently as a district resource to develop, implement, and sustain learning when traditional in-person classroom delivery was not possible. This particular expense did not occur through a purchase to a third party or curriculum and assessment vendor, but utilizing the above-and-beyond efforts available at each of our school sites. The nature of this work to minimize and address learning loss included: 1)Efforts to learn, utilize, and connect students and families to educational delivery models that had not been previously leveraged or relied upon to the magnitude that was required via distance education, or remote learning situations, including Zoom, SeeSaw, Google Classroom, etc. Significant time outside of the hours of the normal duty day was spent by staff to adapt physical curriculum and textbook resources to adapt to a variety of online modalities. This required one-one-one communications with student households on a regular basis, specifically for those of low-income students and/or technology and educational barriers that could result in additional learning loss without an advocate in the home to lead and sustain student learning and engagement. 2)Additional communication and outreach was required on a weekly basis to track student attendance and follow-up with students on missed class periods or to provide assistance and technical support with upload and digital sharing of completed course work. Home contact occurred frequently outside of the hours of the normal duty day. 3)Research, planning and facilitation of new and dynamic ways to connect with families outside of daily class work, to provide uninterrupted support from school to home and ensure that students were receiving social-emotional support. 4)The whole of these efforts were greater than pre-pandemic assigned roles and responsibilities and traditional teaching and learning structures, and required staff working additional hours above normal duty day and coordination when in-person collaboration amongst individuals, departments, schools, and district administration, was limited and/or not possible. Learning loss would have been greater from March 2020 thru May 2021 had it not been for the willingness and shared responsibility of Kansas

453-1-007-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ	Payment of social security tax for staff working additional hours above normal duty day required to plan, prepare, and deliver educational services	\$ 64,900	\$ 64,900	\$ -	\$ -	\$ -	24-1000-0220-00-0000	See previous row for description.
453-1-008-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 MTSS Reading & Math Specialist K-12 to provide Tier 2 & Tier 3 interventions based on assessments of learning loss	\$ 68,000	\$ -	\$ 68,000	\$ -	\$ -	24-1000-0115-00-0000	
453-1-009-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 1 employee	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Extended Learning Program Director to manage planning, implementing and monitoring summer learning and supplemental after school programs	\$ 68,000	\$ -	\$ 68,000	\$ -	\$ -	24-1000-0115-00-0000	
453-1-011-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment	Payment of employee benefits, social security tax for 1 employee	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-012-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Payment of salaries to staff working supplemental after school programs, small group instruction targeted to address learning loss	\$ 92,000	\$ -	\$ 92,000	\$ -	\$ -	24-1000-0123-00-0000	

453-1-013-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Payment of social security tax for staff working supplemental after school programs	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	24-1000-0220-00-0000	
453-1-014-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	5 social workers or counselors x \$55,000 to provide information and connect families to community resources and manage chronic student absenteeism	\$ 275,000	\$ -	\$ 275,000	\$ -	\$ -	24-2100-0115-00-0000	Per narrative, "With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments...."
453-1-015-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment of employee benefits, social security tax for 5 employees	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	24-2100-0220-00-0000	
453-1-016-20210608	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency	11A. Planning and implementing summer learning or enrichment	Payment of student transportation to summer learning program	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	24-2700-0513-00-0000	

453-1-017-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress, to strategically support staff and students using technology more for education, to strategically plan for additional technology platforms and products to address learning loss	\$ 72,000	\$ -	\$ 72,000	\$ -	\$ -	24-2100-0126-00-0000	Request added per applicant's direction.
453-1-018-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 ESSER Student Database Applications technician to track chronic student absenteeism, track student academic progress to assist teachers in meeting students' academic needs	\$ 52,000	\$ -	\$ 52,000	\$ -	\$ -	24-2100-0123-00-0000	Request added per applicant's direction. Per narrative, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).
453-1-019-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 2 employees	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	24-2100-0220-00-0000	Request added per applicant's direction.

453-1-020-20210608	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	8 middle and high school teachers x \$55,000 for math, english language arts, foreign language, business, credit recovery and english learners to address and target learning loss in subject areas in which middle and high school students have fallen behind	\$ 440,000	\$ -	\$ 440,000	\$ -	\$ -	24-1000-0115-00-0000	Request added per applicant's direction.
453-1-021-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payment of employee benefits, social security tax for 8 employees	\$ 92,000	\$ -	\$ 92,000	\$ -	\$ -	24-1000-0220-00-0000	Request added per applicant's direction.

Kansas CommonApp (2020)

1025-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DKQMNqGY

464_Tonganoxie_ESSER II Plan_0325

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Tonganoxie USD 464

Applicant / Mailing Address

| 330 E. HWY 24-40
| Tonganoxie, KS 66086

Applicant / First and Last Name of Owner, CEO, or Executive Director | Tonya Phillips

Applicant / Email Address of Owner, CEO, or Executive Director | tphillips@tong464.org

Applicant / Phone Number | 9134161400

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0698760

Applicant / Website Address (if applicable) | www.tong464.org

Applicant / Mission Statement (if applicable)

The Mission of Tonganoxie Public Schools is to provide each student with a positive and personalized educational experience which empowers them to achieve high levels of success in all endeavors, make responsible choices, and become positive contributors to society.

Application details

Full District Name	Tonganoxie Unified School District
District Number	464
Mailing Address Street Address	330 E. HWY 24-40
Mailing Address City	Tonganoxie
Mailing Address Zip Code	66086
Authorized Representative of the District Name	Tonya Phillips
Authorized Representative of the District Position or Title	Assistant Superintendent
Authorized Representative of the District Email Address	tphillips@tong464.org
Authorized Representative of the District Phone Number	+19134161400
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lwilson@tong464.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Spring 2020 took the world by surprise, and Tonganoxie USD 464 was no different. We “survived” the spring semester and immediately began planning for the 20-21 school year. The community, as a whole, supported offering in person and remote learning. In person learning focused on unfinished learning from the spring, as well as prioritizing instructional content for each grade level. Remote learning also focused on these aspects, but also had an intentional focus on engagement and connections. Social emotional needs were also a major focus, as we know many of our students, even those who has never shown signs of struggle, were coming back to us with social emotional needs we had never encountered.

Using MAP data, we analyzed our students’ academic needs and bolstered our tiered interventions. Our data showed what we expected, that while some students improved marginally in reading and math, many were showing no growth or a decline. Improving core instruction also became a focus.

We identified Panorama as our social emotional screener, and gave the student survey in late Fall 2020. During this time, our county COVID numbers dictated that we go all remote between Thanksgiving and Christmas, so it was tough to get the

Panorama survey completed remotely. Finally, we completed the survey, and the data showed that while our students had strong relationships with the adults at school, they were lacking in grit and self-efficacy.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 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.

Tonganoxie USD 464 plans to use its ESSER II funds in several ways. Personnel will be added to address specific issues. A counselor will be added to help address increased mental health/social emotional needs. Two ESOL aides will be added to address equity and inclusion for ESOL students. We also plan to hire one full time permanent substitute teacher for each building to address unfilled absences. If there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.

ESSER II funds will also be used for providing summer school for students in grades K-12 for both intervention and credit recovery. Funds will pay for teachers, paras, intervention materials, and transportation.

To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Impact will be measured using MAP data, dyslexia screeners and progress monitors, Panorama social emotional screener, ASQ, graduation rates, state assessment data, and ACT scores.

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

464 Tonganoxie ESSERIIPla... (155 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et

seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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 | Lori Wilson

Date | 05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
464	Tonganoxie	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
464-1-001-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Panorama Social Emotional Screener- used to identify social emotional issues due to COVID and monitor progress. Also has Playbook (curriculum) teachers will use to address SEL issues.	\$ 5,750	\$ -	\$ 5,750	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-002-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Edgenuity- Online curriculum that will provide courses for credit recovery, test prep, and intervention for students struggling academically as a result of COVID.	\$ 33,000	\$ -	\$ 33,000	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Counselor 1/2 TES 1/2 TMS- Additional counselor will serve at the elementary and middle schools to help address increased social emotional and mental health issues due to COVID.	\$ 43,800	\$ -	\$ 43,800	\$ -	\$ -	73 E 1000 110 0001 000	
464-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English	ESOL Aides- Additional ESOL aides to address equity and inclusion issues for ESL students due to COVID.	\$ 29,500	\$ -	\$ 29,500	\$ -	\$ -	73 E 1000 120 0001 000	

464-1-005-20210608	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	3 Full Time Substitutes (1 per building)- Additional licensed substitutes in each building to address unfilled absences due to COVID.	\$ 92,588	\$ -	\$ 92,588	\$ -	\$ -	73 E 1000 112 0005 000	Per narrative, If there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.
464-1-006-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social /Emotional Curriculum - Second Step Social Emotional Curriculum to address additional social emotional and mental health issues due to COVID.	\$ 9,077	\$ -	\$ 9,077	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-007-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Writing Curriculum- Writing intervention curriculum to address deficiencies due to COVID.	\$ 25,096	\$ -	\$ 25,096	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-008-20210608	Eligible	Direct Allocation	Food Preparation and Dispensing Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Kitchen Staff- will provide meals during summer school to support our most at risk students and families.	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	73 E 3120 120 0001 000	

464-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers TES- Teachers to teach students who need the most intensive remediation and intervention.	\$ 26,657	\$ -	\$ 26,657	\$ -	\$ -	73 E 1000 110 0001 000	Per applicant, Tonganoxie USD 464 will host summer school at all building levels to address the loss of learning due to COVID. MAP data, state assessment data, and local data was used to identify students. Eighty-five (85) students in grades K-5 will attend the summer program that will be staffed by 19 staff members. Fifty-two (52) middle school students will attend for learning loss and credit recovery that will be staffed by 7 staff members. The high school will have 35 students for learning loss and credit recovery that will be staffed by 5 staff members. Elementary will attend June 1-24, 8:30am-11:30am, and will include reading, math, and social emotional interventions, free breakfast and lunch, and free transportation. Middle and High school will attend June 17, 8:30am-11:30am, and will include reading, math, science, and social emotional interventions and credit recovery, free breakfast and lunch, and free transportation. We are employing teachers, paraeducators, counselors, student nutrition, and bus drivers.
464-1-010-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers TMS - Teachers to teach students who need the most intensive remediation and intervention.	\$ 10,085	\$ -	\$ 10,085	\$ -	\$ -	73 E 1000 110 0002 000	See line 464-1-009-20210608 for more information.
464-1-011-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers THS- Teachers to teach students who need the most intensive remediation and intervention and credit recovery.	\$ 5,605	\$ -	\$ 5,605	\$ -	\$ -	73 E 1000 110 0003 000	See line 464-1-009-20210608 for more information.

464-1-012-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Band Instruments- additional large band instruments so students do not have to share instruments, reducing COVID risk.	\$ 31,552	\$ -	\$ 31,552	\$ -	\$ -	73 E 1000 610 0005 000	
464-1-013-20210608	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Bus Drivers Salaries- Bus drivers to transport the students who need the most intensive remediation and intervention.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	73 E 2700 120 0005 000	
464-1-014-20210608	Eligible	Direct Allocation	Improvement of Instruction Services	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	PD for Dyslexia Intervention & Journeys- professional development for dyslexia, structured literacy, and reading.	\$ 1,900	\$ -	\$ 1,900	\$ -	\$ -	73 E 2210 321 0005 000	Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.

464-1-015-20210608	Eligible	Direct Allocation	Improvement of Instruction Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional PD - Covid related- social emotional interventions, and reading and math interventions.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	73 E 2210 110 0005 000	
464-1-016-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks for 1 to 1 Program- Ensure every student has access to technology, regardless if they are in school , remote, or virtual learning.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	73 E 1000 610 0005 000	Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. (emphasis added) Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
464-1-017-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to	HVAC upgrades/repairs- Upgrades and repair of HVAC to improve air quality.	\$ 39,001	\$ -	\$ 39,001	\$ -	\$ -	73 E 2600 300 0005 000	Allowable if CDC guidelines are met.
464-1-018-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Social Worker 1/2 TMS 1/2 THS to help identify needed student services and emotional health due to COVID	\$ 43,400	\$ -	\$ 43,400	\$ -	\$ -	73 E 1000 110 0002 000	
464-1-019-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Counselor at High School to help address increased social emotional and mental health issues due to COVID	\$ 51,760	\$ -	\$ 51,760	\$ -	\$ -	73 E 1000 110 0003 000	

464-1-020-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or	TES Secretary during Summer School	\$ 955	\$ -	\$ 955	\$ -	\$ -	73 E 1000 120 0001 000
464-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	TMS Secretary during Summer School	\$ 475	\$ -	\$ 475	\$ -	\$ -	73 E 1000 120 0002

Kansas CommonApp (2020)

1605-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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480_Liberal_0510

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 480

Applicant / Mailing Address

| PO Box 949
| Liberal, KS 67905

Applicant / First and Last Name of Owner, CEO, or Executive Director | Todd Carter

Applicant / Email Address of Owner, CEO, or Executive Director | essr480@usd480.net

Applicant / Phone Number | 620-604-1010

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Liberal USD 480

District Number | 480

Mailing Address | Street Address | PO Box 949

Mailing Address City	Liberal
Mailing Address Zip Code	67905
Authorized Representative of the District Name	Dr. Todd Carter
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	todd.carter@usd480.net
Authorized Representative of the District Phone Number	+16206041010
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jerry.clay@usd480.net
Other District Representative 2 Email Address	lana.evans@usd480.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The 20-21 school year data for elementary shows the percentage of Tier 3 students ranges from 30-40% of the total student population. Intervention data for middle schools shows some improvement, however, we are not experiencing projected gains in our MAP scores. High school truancy doubled and the number of F grades at the middle school and high school tripled this year. Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- Providing principals and 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 will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and

children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.

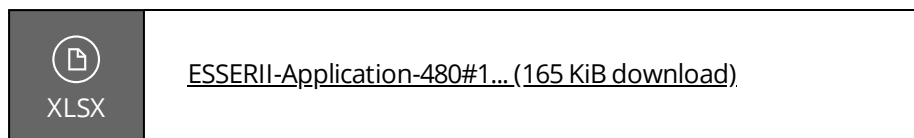
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

MAP Growth is used for academic universal screening and progress monitoring. Other assessment tools and interventions such as Istation, Iready, Lexia, and Reflex Math are used for additional diagnostics and monitoring. The high school will use the TABE Locator as a screener and the full TABE for Tier 3 intervention planning. Personalized learning plans for each student are adjusted on a weekly or biweekly basis. Social-emotional learning data is tracked through student surveys and curriculum assessments. We also track our social worker and counselor contacts with students. Attendance, grades, behavior, parent contacts, and parent engagement are additional measures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.

- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Todd Carter

Date | 05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
480	Liberal	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
480-1-001-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	61 staff - 20 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 176,964	\$ 132,061	\$ 44,903	\$ -	\$ -	46-02-1000-1110-00	Per applicant: Elementary: 125 staff, 600 students in a June and July session. Students will be provided direct instruction on standards and skills needed in reading, math and writing. Staff will utilize student personalized data to determine instructional needs of each student. We will continue to provide services throughout the summer for students who exhibit social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Instructional supplies include hands on manipulatives to present skills in a fun, creative and visually stimulating context and materials needed to support project-based learning and problem solving techniques. Middle School: 70 staff, 400 students in a June session. Students who performed in level I and II on the Kansas Assessments will be provided additional instruction on indicators they have not mastered. We will continue to provide services throughout the summer for students who exhibit social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Instructional supplies include hands on manipulatives to present skills in a fun, creative and visually stimulating context and materials needed to support project based learning and problem solving techniques. High School: 75 staff, 400 students June and July. Students not meeting essential outcomes in each of the academic departments or are not on track to graduate will be provided targeted instruction. We will continue to provide services throughout the summer for students with social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Student organizations and activities will continue throughout the summer, providing academic, social-emotional, and civic engagement opportunities outside of the formal classroom. Instructional supplies include materials needed to support project-based learning activities.
480-1-002-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	4 Staff - 18 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	46-02-1000-1212-00	See line-item 480-1-001 for description.

480-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 10,516	\$ 10,516	\$ -	\$ -	\$ -	46-02-1000-2200-00	
480-1-004-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 206	\$ 206	\$ -	\$ -	\$ -	46-02-1000-2500-00	
480-1-005-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-02-1000-6190-49	
480-1-006-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2 Staff - 30 days Coordinators for Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 17,514	\$ 17,514	\$ -	\$ -	\$ -	46-02-2400-1110-00	See line-item 480-1-001 for description.

480-1-007-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	46-02-2400-1211-00	See line-item 480-1-001 for description.
480-1-008-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,493	\$ 1,493	\$ -	\$ -	\$ -	46-02-2400-2200-00	
480-1-009-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 29	\$ 29	\$ -	\$ -	\$ -	46-02-2400-2500-00	
480-1-010-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days - Custodial staff for summer learning and enrichment	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	46-02-2600-1213-00	

480-1-011-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days - Custodial staff for summer learning and enrichment	\$ 122	\$ 122	\$ -	\$ -	\$ -	46-02-2600-2200-00	
480-1-012-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days - Custodial staff for summer learning and enrichment	\$ 2	\$ 2	\$ -	\$ -	\$ -	46-02-2600-2500-00	
480-1-013-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-02-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-014-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 750	\$ 750	\$ -	\$ -	\$ -	46-02-2600-6180-00	
480-1-015-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-02-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-016-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	46-02-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-017-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	12 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	46-03-1000-1110-00	See line-item 480-1-001 for description.
480-1-018-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	9 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 11,475	\$ 11,475	\$ -	\$ -	\$ -	46-03-1000-1212-00	See line-item 480-1-001 for description.
480-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 3,938	\$ 3,938	\$ -	\$ -	\$ -	46-03-1000-2200-00	

480-1-020-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.	\$ 77	\$ 77	\$ -	\$ -	\$ -	46-03-1000-2500-00	
480-1-021-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-03-1000-6190-49	
480-1-022-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff - June 16 days Coordinator for summer learning and enrichment	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	46-03-2400-1110-00	See line-item 480-1-001 for description.
480-1-023-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,320	\$ 1,320	\$ -	\$ -	\$ -	46-03-2400-1211-00	See line-item 480-1-001 for description.
480-1-024-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 407	\$ 407	\$ -	\$ -	\$ -	46-03-2400-2200-00	

480-1-025-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 8	\$ 8	\$ -	\$ -	\$ -	46-03-2400-2500-00	
480-1-026-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	46-03-2600-1213-00	See line-item 480-1-001 for description.
480-1-027-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 122	\$ 122	\$ -	\$ -	\$ -	46-03-2600-2200-00	
480-1-028-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2	\$ 2	\$ -	\$ -	\$ -	46-03-2600-2500-00	

480-1-029-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-03-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-030-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 750	\$ 750	\$ -	\$ -	\$ -	46-03-2600-6180-00	
480-1-031-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-03-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-032-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	46-03-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-033-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	16 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 51,134	\$ 51,134	\$ -	\$ -	\$ -	46-04-1000-1110-00	See line-item 480-1-001 for description.

480-1-034-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	17 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 20,563	\$ 20,563	\$ -	\$ -	\$ -	46-04-1000-1212-00	See line-item 480-1-001 for description.
480-1-035-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 5,485	\$ 5,485	\$ -	\$ -	\$ -	46-04-1000-2200-00	
480-1-036-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 108	\$ 108	\$ -	\$ -	\$ -	46-04-1000-2500-00	
480-1-037-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	46-04-1000-6190-49	

480-1-038-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 Staff - 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,800	\$ 2,800	\$ -	\$ -	\$ -	46-04-2400-1110-00	See line-item 480-1-001 for description.
480-1-039-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	46-04-2400-1211-00	See line-item 480-1-001 for description.
480-1-040-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 329	\$ 329	\$ -	\$ -	\$ -	46-04-2400-2200-00	
480-1-041-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6	\$ 6	\$ -	\$ -	\$ -	46-04-2400-2500-00	

480-1-042-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	46-04-2600-1213-00	See line-item 480-1-001 for description.
480-1-043-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 122	\$ 122	\$ -	\$ -	\$ -	46-04-2600-2200-00	See line-item 480-1-001 for description.
480-1-044-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2	\$ 2	\$ -	\$ -	\$ -	46-04-2600-2500-00	
480-1-045-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-04-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-046-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 750	\$ 750	\$ -	\$ -	\$ -	46-04-2600-6180-00	

480-1-047-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 500	\$ 500	\$ -	\$ -	\$ -	46-04-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-048-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	46-04-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-049-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 7 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 36,000	\$ 19,000	\$ 17,000	\$ -	\$ -	46-07-1000-1110-00	See line-item 480-1-001 for description.
480-1-050-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June- 9 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 17,000	\$ 9,000	\$ 8,000	\$ -	\$ -	46-07-1000-1212-00	See line-item 480-1-001 for description.

480-1-051-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,055	\$ 2,142	\$ 1,913	\$ -	\$ -	46-07-1000-2200-00	
480-1-052-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 80	\$ 42	\$ 38	\$ -	\$ -	46-07-1000-2500-00	
480-1-053-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-07-1000-6190-49	
480-1-054-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 8,500	\$ 4,250	\$ 4,250	\$ -	\$ -	46-07-2400-1110-00	See line-item 480-1-001 for description.

480-1-055-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-07-2400-1211-00	See line-item 480-1-001 for description.
480-1-056-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 803	\$ 402	\$ 402	\$ -	\$ -	46-07-2400-2200-00	
480-1-057-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 16	\$ 8	\$ 8	\$ -	\$ -	46-07-2400-2500-00	
480-1-058-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-07-2600-1213-00	See line-item 480-1-001 for description.

480-1-059-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-07-2600-2200-00	
480-1-060-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-07-2600-2500-00	
480-1-061-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-062-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-6180-00	
480-1-063-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-07-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-064-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-07-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-065-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June 7 staff, 12 days and July 5 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 30,000	\$ 18,000	\$ 12,000	\$ -	\$ -	46-08-1000-1110-00	See line-item 480-1-001 for description.
480-1-066-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June 5 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12,000	\$ 5,000	\$ 7,000	\$ -	\$ -	46-08-1000-1212-00	See line-item 480-1-001 for description.
480-1-067-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,213	\$ 1,760	\$ 1,454	\$ -	\$ -	46-08-1000-2200-00	

480-1-068-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 63	\$ 35	\$ 29	\$ -	\$ -	46-08-1000-2500-00	
480-1-069-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-08-1000-6190-49	
480-1-070-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1.25 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,600	\$ 3,300	\$ 3,300	\$ -	\$ -	46-08-2400-1110-00	See line-item 480-1-001 for description.
480-1-071-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,100	\$ 1,000	\$ 1,100	\$ -	\$ -	46-08-2400-1211-00	See line-item 480-1-001 for description.

480-1-072-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 666	\$ 329	\$ 337	\$ -	\$ -	46-08-2400-2200-00	
480-1-073-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 13	\$ 6	\$ 7	\$ -	\$ -	46-08-2400-2500-00	
480-1-074-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-08-2600-1213-00	See line-item 480-1-001 for description.
480-1-075-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-08-2600-2200-00	

480-1-076-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-08-2600-2500-00	
480-1-077-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-078-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-6180-00	
480-1-079-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-08-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-080-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-08-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-081-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 7 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 36,000	\$ 18,000	\$ 18,000	\$ -	\$ -	46-11-1000-1110-00	See line-item 480-1-001 for description.
480-1-082-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff, 12 days and July 8 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 16,000	\$ 8,000	\$ 8,000	\$ -	\$ -	46-11-1000-1212-00	See line-item 480-1-001 for description.
480-1-083-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,754	\$ 1,377	\$ 1,377	\$ -	\$ -	46-11-1000-2200-00	
480-1-084-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 24	\$ 12	\$ 12	\$ -	\$ -	46-11-1000-2500-00	

480-1-085-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-11-1000-6190-49	
480-1-086-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	46-11-2400-1110-00	See line-item 480-1-001 for description.
480-1-087-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-11-2400-1211-00	See line-item 480-1-001 for description.
480-1-088-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 612	\$ 306	\$ 306	\$ -	\$ -	46-11-2400-2200-00	

480-1-089-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12	\$ 6	\$ 6	\$ -	\$ -	46-11-2400-2500-00	
480-1-090-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-11-2600-1213-00	See line-item 480-1-001 for description.
480-1-091-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-11-2600-2200-00	
480-1-092-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-11-2600-2500-00	

480-1-093-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-094-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-6180-00	
480-1-095-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-11-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-096-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-11-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-097-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing	\$ 36,000	\$ 20,000	\$ 16,000	\$ -	\$ -	46-27-1000-1110-00	See line-item 480-1-001 for description.

480-1-098-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 6 staff, 12 days and July 7 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing	\$ 13,000	\$ 6,000	\$ 7,000	\$ -	\$ -	46-27-1000-1212-00	See line-item 480-1-001 for description.
480-1-099-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,749	\$ 1,989	\$ 1,760	\$ -	\$ -	46-27-1000-2200-00	See line-item 480-1-001 for description.
480-1-100-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 60	\$ 33	\$ 27	\$ -	\$ -	46-27-1000-2500-00	
480-1-101-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-27-1000-6190-49	

480-1-102-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	46-27-2400-1110-00	See line-item 480-1-001 for description.
480-1-103-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-27-2400-1211-00	See line-item 480-1-001 for description.
480-1-104-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 612	\$ 306	\$ 306	\$ -	\$ -	46-27-2400-2200-00	
480-1-105-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12	\$ 6	\$ 6	\$ -	\$ -	46-27-2400-2500-00	

480-1-106-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-27-2600-1213-00	See line-item 480-1-001 for description.
480-1-107-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-27-2600-2200-00	
480-1-108-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-27-2600-2500-00	
480-1-109-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-110-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-6180-00	

480-1-111-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-27-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-112-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-27-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-113-20210608	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff - 12 days, July - 5 staff - 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 35,000	\$ 21,000	\$ 14,000	\$ -	\$ -	46-28-1000-1110-00	See line-item 480-1-001 for description.
480-1-114-20210608	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June - 8 staff, 12 days and July 6 staff, 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 14,000	\$ 8,000	\$ 6,000	\$ -	\$ -	46-28-1000-1212-00	See line-item 480-1-001 for description.

480-1-115-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 3,749	\$ 2,219	\$ 1,530	\$ -	\$ -	46-28-1000-2200-00	
480-1-116-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 74	\$ 44	\$ 30	\$ -	\$ -	46-28-1000-2500-00	
480-1-117-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Instructional materials for summer learning and enrichment.	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	46-28-1000-6190-49	
480-1-118-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 admin, June 14 days, July 14 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,000	\$ 3,000	\$ 3,000	\$ -	\$ -	46-28-2400-1110-00	See line-item 480-1-001 for description.

480-1-119-20210608	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	1 staff, June 12 days, July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	46-28-2400-1211-00	See line-item 480-1-001 for description.
480-1-120-20210608	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 612	\$ 306	\$ 306	\$ -	\$ -	46-28-2400-2200-00	
480-1-121-20210608	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 12	\$ 6	\$ 6	\$ -	\$ -	46-28-2400-2500-00	
480-1-122-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	2 Staff, June 12 days July 12 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 4,800	\$ 2,400	\$ 2,400	\$ -	\$ -	46-28-2600-1213-00	See line-item 480-1-001 for description.

480-1-123-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 367	\$ 184	\$ 184	\$ -	\$ -	46-28-2600-2200-00	
480-1-124-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 7	\$ 4	\$ 4	\$ -	\$ -	46-28-2600-2500-00	
480-1-125-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Utility Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Water bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-28-2600-4110-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-126-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies for summer learning and enrichment	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-28-2600-6180-00	
480-1-127-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Natural Gas (gas utility services e.g. heating)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	gas utility bill for summer learning	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	46-28-2600-6210-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

480-1-128-20210608	Eligible	Direct Allocation	Operation & Maintenance of Plant	Electricity	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	electric bill for summer learning	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	46-28-2600-6220-00	Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
480-1-129-20210608	Eligible	Direct Allocation	Vehicle Operation	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	12 Staff June and July Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 52,000	\$ 26,000	\$ 26,000	\$ -	\$ -	46-13-2720-1219-00	See line-item 480-1-001 for description.
480-1-130-20210608	Eligible	Direct Allocation	Monitoring Services	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	12 Staff June and July Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 28,000	\$ 14,000	\$ 14,000	\$ -	\$ -	46-13-2720-1212-00	See line-item 480-1-001 for description.
480-1-131-20210608	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 6,120	\$ 3,060	\$ 3,060	\$ -	\$ -	46-13-2720-2200-00	

480-1-132-20210608	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care	\$ 120	\$ 60	\$ 60	\$ -	\$ -	46-13-2720-2500-00	
480-1-133-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Fuel for route bus for summer school learning	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	46-13-2720-6261-00	
480-1-134-20210608	Eligible	Direct Allocation	Vehicle Operation	Other	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Fuel for route bus for summer school learning	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	46-13-2720-6262-00	
480-1-135-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-02-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.

480-1-136-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-02-1000-2200-00	
480-1-137-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-02-1000-2500-00	
480-1-138-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-03-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-139-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-03-1000-2200-00	

480-1-140-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-03-1000-2500-00	
480-1-141-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-04-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-142-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-04-1000-2200-00	
480-1-143-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-04-1000-2500-00	

480-1-144-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-07-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-145-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-07-1000-2200-00	
480-1-146-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-07-1000-2500-00	

480-1-147-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-08-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-148-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-08-1000-2200-00	
480-1-149-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-08-1000-2500-00	

480-1-150-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-11-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-151-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-11-1000-2200-00	
480-1-152-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-11-1000-2500-00	

480-1-153-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-27-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-154-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-27-1000-2200-00	
480-1-155-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-27-1000-2500-00	

480-1-156-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	46-28-1000-1212-00	Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
480-1-157-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	46-28-1000-2200-00	
480-1-158-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.	\$ 23	\$ -	\$ 23	\$ -	\$ -	46-28-1000-2500-00	

480-1-159-20210608	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	1 Nurse for 178 days Addressing unique needs of low income students.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	46-31-2100-1110-00	Per applicant: The nurse will assist with coordinating a health services program including nursing care and health education for our most disadvantaged students and families. The services provided by the nurse are part of our plan to open and sustain the safe operation of schools by addressing the health impacts of COVID-19.
480-1-160-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addressing unique needs of low income students.	\$ 4,973	\$ -	\$ 4,973	\$ -	\$ -	46-31-2100-2200-00	
480-1-161-20210608	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addressing unique needs of low income students.	\$ 98	\$ -	\$ 98	\$ -	\$ -	46-31-2100-2500-00	

480-1-162-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 98,396	\$ 98,396	\$ -	\$ -	\$ -	46-07-1000-6190-49	Per applicant, This line is for structured literacy instructional materials specifically targeting reading learning loss in grades 3-5 using a scaffolding approach with grade-level content. There are three types of scaffolds: resources for pre-teaching, embedded supports for students (ie. children with disabilities, English learners, and those with unfinished learning), and formative assessments.
480-1-163-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Address student's specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.	\$ 4,045	\$ 4,045	\$ -	\$ -	\$ -	46-08-1000-6190-49	
480-1-164-20210608	Eligible	Direct Allocation	Instruction	Out-of-District Travel	10. Providing mental health services and supports	ASCA Conference - Supports conselors and administrators in development and implementation of mental health MTSS process	\$ 9,340	\$ -	\$ 9,340	\$ -	\$ -	46-31-1000-5820-00	Per narrative, Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.
480-1-165-20210608	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	Data Warehouse - district-wide data support for academic, social-emotional, and mental health MTSS	\$ 85,000	\$ -	\$ 85,000	\$ -	\$ -	46-31-1000-7390-07	

480-1-166-20210608	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Provides authentic Spanish text to enhance language learning for our ELL students. Our ELL population was greatly impacted by loss of learning during remote learning. These libraries expose our students to real world context, which will help their development of oral language, and improve their overall vocabulary acquisition and comprehension development.	\$ 67,141	\$ 67,141	\$ -	\$ -	\$ -	46-31-1000-6190-00	Per applicant, These are books for grades 3-5 that provide stories in a real world context in Spanish. English Language learners experiencing learning loss benefit from strengthening their first language literacy skills which then transfers into self-confidence in tackling learning in English. Spanish Language Learners in a Dual Language program such as ours, also benefit by engaging with authentic Spanish text because it references real life experiences, which support linguistic connections between languages.
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Kansas CommonApp (2020)

1217-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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483_Kismet-Southwestern Heights_ESSER II Plan_0331

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Kismet-Southwestern Heights USD 483
Applicant / Mailing Address	17222 Mustang Road; Kismet, Ks. 67859
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dan Frisby
Applicant / Email Address of Owner, CEO, or Executive Director	dfrisby@usd483.net
Applicant / Phone Number	620-563-7102 x-4101

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	480726224
Applicant / Website Address (if applicable)	usd483.net
Fiscal Agent / Name (if applicable)	Melinda Justice
Fiscal Agent / Email (if applicable)	mjustice@usd483.net

Application details

Full District Name | Kismet-Southwestern Heights

District Number | 483

Mailing Address | Street Address | 17222 Mustang Road

Mailing Address | City | Kismet

Mailing Address | Zip Code | 67859

Authorized Representative of the District | Name | Dan Frisby

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | dfrisby@usd483.net

Authorized Representative of the District | Phone Number | +16205637102

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | mjustice@usd483.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 483 has seen a significant increase in social emotional issues for both students and staff. A staff survey, in which half of teachers responded, indicates that 65% of teachers feel that students are academically "behind". They also responded that the academic issues (51%) are slightly seen more than social/emotional issues (49%). Comments reveal that most emotional issues are described as immature behavior, such as self-management, responsible decision making, social awareness and motivation. Others indicated that students are more self-centered/focused, more anxious, stressed and lack coping skills and struggle to work appropriately in group settings. The majority of teachers (44%) felt the academic loss was significant. 34% felt the loss was normal, while 10% felt it was higher than expected. 7% felt the academic loss was low. Our district spent about \$150,000 in the opening of school. Our district enrollment is 615.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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 plans to use 10% of funds to purchase Chromebooks for students. Previously we have housed our Chromebooks in classrooms, which were shared by students. The pandemic has required that we cannot allow students to share items. We will continue to check out technology to individual students, while also creating a rotation and allowing outgoing seniors to be able to keep this technology. 22% is planned for purchasing digital interactive panels to increase student engagement in JH/HS classrooms. 5% will be used to purchase computer programs (Fastbridge) to assess student SEL concerns/needs, dyslexia, math and reading. Acellus will be for JH/HS students to be used as enrichment & credit recovery. 26% will be used to pay for a district social worker. This individual will work directly with our students, teachers, parents and communities to provide appropriate resources/needs. 17% for a teacher recruitment/retention plan in the form of a matching 403b retirement plan. It is widely known that the pandemic has created many to leave education and that teachers are difficult to find, as well as retain. This plan will help provide the district the ability to recruit and retain teachers for longevity. 3% will be used to add additional water bottle filling stations in schools. The pandemic required students to bring or schools to provide water bottles. 15% to pay for three full time district substitute teachers. As a result of the pandemic, the number of substitutes decreased dramatically. Our numbers went from twelve to two. We had to hire full time substitute teachers to be able to cover classes. 3% will be used to pay tutors at after school (Wednesday School) tutoring program. This program was created in an effort to catch students up academically following the closure of schools last year. 483 has continued plans for remaining funds.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will closely monitor student academic and social-emotional progress through the Fastbridge and Acellus programs. Needs of students will be addressed as part of the tiered system of supports, as well as at after school tutoring. The district social worker will also be involved to work with teachers, students and parents find useful/appropriate resources and strategies. Attendance and office referrals are other vehicles that will be used to track student engagement, as well as social-emotional needs/progress. The district will also monitor changes in the student's at-risk status. Academic progress/improvement will be further monitored through Wednesday School. Teacher recruitment/retention will be monitored by tracking the yearly number of openings and applicant numbers. The district will also survey teachers to assess student engagement

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

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(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

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A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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A State or a subgrantee shall directly administer or supervise the administration of each project.

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dan Frisby

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
483	Kismet-Plains	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
483-1-001-20210608	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase student Chromebooks, interactive digital panels for classrooms and purchase SEL Fastbridge program as well as Acellus program for the JH/HS students.	\$ 186,500	\$ 186,500	\$ -	\$ -	\$ -	12270	how many devices to be purchased; Applicant responded via email (5/19/21): Part of the amount requested would purchase 135 Chromebooks and 27 ClearTouch interactive panels.
483-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Hire district social worker with counseling responsibilities	\$ 142,000	\$ -	\$ 71,000	\$ 71,000	\$ -	12200	Information as it relates to COVID-19; Applicant responded via email: During this year we have seen a significant increase in social emotional issues in our students. This position would allow us to better serve our students, staff and families regarding mental health issues/concerns/counseling, as well as find proper community resources as needed. We have seen an increase in the number of families in need in many areas.
483-1-003-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Support staff recruitment/retention	\$ 90,000	\$ -	\$ 45,000	\$ 45,000	\$ -	12200	relate to COVID-19; Applicant responded via email: There is a significant shortage of teachers in our state. Many have left the profession as a result of the stresses that have occurred during the pandemic. This plan would allow us to better recruit and retain teachers. It is a known fact that teachers tend to gravitate toward and stay in districts where they are better supported emotionally and financially. We want to hire for longevity. This plan would allow us to better do that.

483-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Pay teachers to provide academic support for students	\$ 12,500	\$ 12,500	\$ -	\$ -	\$ -	12000	Provide additional information how it relates to COVID-19; Applicant responded via email: We initiated an after school academic program called Wednesday school. It was created to address the COVID learning loss or COVID academic slide from the shutdown last spring. Our teachers work with and tutor students in an effort to get students caught up or on grade level. These funds help pay those teachers for the time given outside of their regular daily requirements.
483-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Pay for full time substitute teachers	\$ 148,000	\$ 73,000	\$ 75,000	\$ -	\$ -	12050	Provide additional information how it relates to COVID-19; Applicant responded via email: When the pandemic began, we saw our district sub teacher pool drop from 12 to 2. We anticipated that there would be potential issues regarding teachers (positive or quarantines) and that we may not be able to cover it all. We hired three full time district subs. This allowed us to help cover teachers and to remain in person. I am convinced that we were able to remain in person all year because of our full time subs.
483-1-006-20210608	Eligible	Direct Allocation	Support Services (Students)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase and install water bottle filling stations in schools	\$ 10,038	\$ 10,038	\$ -	\$ -	\$ -	22300	

Kansas CommonApp (2020)

1372-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KpVolQeM

489_Hays_ESSER II Plan_

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 489 Hays

Applicant / Mailing Address

| 323 West 12th, Hays KS 67601

Applicant / First and Last Name of Owner, CEO, or Executive Director | Chris Hipp

Applicant / Email Address of Owner, CEO, or Executive Director | chipp@usd489.com

Applicant / Phone Number | 785.623.2400

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | USD 489 Hays

District Number | 489

Mailing Address | Street Address | 323 West 12th

Mailing Address City	Hays
Mailing Address Zip Code	67601
Authorized Representative of the District Name	Chris Hipp
Authorized Representative of the District Position or Title	Assistant Superintendent
Authorized Representative of the District Email Address	chipp@usd489.com
Authorized Representative of the District Phone Number	+17856232400
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	sdinkel@usd489.com
Other District Representative 2 Email Address	rwilson@usd489.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Students experienced great loss since the beginning of the pandemic. We have seen the most learning loss in core academic areas but are equally concerned with the social emotional wellbeing of all pk-12 students. Students enrolled in PCR this school year have been impacted more than students that have attended on site throughout this school year (220 students). We anticipate a corresponding drop in state assessment participation and performance. Student have also been greatly impacted by the number of COVID related staff absences.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remaining ESSER I funds are being spent on additional staff to accommodate PCR students, staff leave related to COVID and substitutes for staff utilizing COVID FFCRA leave.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
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- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Funds will be used for the following purposes: improve instruction and reduce the impact of the pandemic, address learning loss through summer school and after school opportunities and by providing resources to principals to address the individual needs of each school, coordinate response efforts, provide mental health supports, purchase educational technology, and improve school facility to reduce risk of virus transmission and exposure.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to assess and monitor student academic and social emotional growth using established measures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Chris Hipp

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
489	Hays	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
489-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	June 2021 and June 2022 Summer School Teachers - 25 Elem, 7 Middle School, 5 High School Teachers to address learning loss and lost instructional time due to COVID.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	7-e-1006-110-0700-701	Paying June 2021 salaries after the new fiscal year (July 2021), summer school will serve 90 K-2 students, 82 Middle School, and 70 High school
489-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Paras to address learning loss and lost instructional time due to COVID.	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	7-e-1006-120-0700-701	3 paras for both June 2021 and June 2022- Paying June 2021 salaries after the new fiscal year (July 2021)
489-1-003-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services	11A. Planning and implementing summer learning or enrichment programs	Student Transportation for summer 2021 & 2022	\$ 7,300	\$ -	\$ 7,300	\$ -	\$ -	7-e-2700-510-0070-701	Paying after the new fiscal year (July 2021)
489-1-004-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer School	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	7-e-1000-610-0200-701	General supplies for summer school, paying after the new fiscal year (July 2021)
489-1-005-20210608	Eligible	Direct Allocation	Instruction	Books and Periodicals	11A. Planning and implementing summer learning or enrichment programs	Summer School instructional materials	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	7-e-1000-640-0201-701	Guided reading book sets (elementary) subscription to Flocabulary (middle school), credit recovery classes- Edgenuity for High School, Paying after the new fiscal year (July 2021)

489-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	2 KG Teachers and 1 HS Student Support teacher to address learning loss for incoming KG students and HS at risk high school students	\$ 345,000	\$ -	\$ 170,000	\$ 175,000	\$ -	7-e-1000-110-0700-701	Keep class size small and prepare for lost instructional time as some preschoolers did not attend school due to COVID (will affect 250 kindergarteners); high school- credit recovery and drop out prevention due to lack of credits accumulated during covid.
489-1-007-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	1 MTSS Coach to support tiered academic and SEL interventions pk-12 to address learning loss and lost instructional time due to COVID.	\$ 131,300	\$ -	\$ 65,000	\$ 66,300	\$ -	7-e-2100-110-0700-701	District wide position, but will focus on SEL with high school students.
489-1-008-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	1 nurse and 1 community outreach specialist to support ongoing covid related intervention communication	\$ 262,600	\$ -	\$ 130,000	\$ 132,600	\$ -	7-e-2200-110-0700-701	Nurse was COVID commander and did contact tracing for district and will continue to do so moving forward. Community outreach specialist will work with nurses and county health officers to work on policy updates (masks, mass gatherings, graduations, etc.) as well as communicate with parents about potential exposure to COVID

489-1-009-20210608	Eligible	Direct Allocation	Instruction	Books and Periodicals	3. Providing principals and other school leaders with resources to address individual school needs	Elementary classroom books to increase classroom libraries to address literacy needs for all students including sped and ell.	\$ 34,750	\$ 20,750	\$ 7,000	\$ 7,000	\$ -	7-e-1000-640-0200-701	To keep the students in cohorts to mitigate the spread of Covid, materials are needed in each classroom since communal places cannot be used. I.E. Library was held in each classroom instead of library and books were not checked out by students. Materials need to be available in each classroom to allow for continued learning.
489-1-010-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Staff devices for additional positions added above	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	7-e-2200-736-0000-701	4 laptops for the new KG teachers, HS support teacher, and MTSS coach
489-1-011-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Educlimber, Zello, Lexia and FastBridge to support learning loss due to COVID through MTSS targeted intervention	\$ 117,968	\$ -	\$ 58,400	\$ 59,568	\$ -	7-e-1000-653-0200-701	Software to support instructional activities used to close achievement gap created by COVID

489-1-012-20210608	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Canvas and SeeSaw lms softwares to connect home and school when students have to quarantine.	\$ 47,502	\$ -	\$ 23,400	\$ 24,102	\$ -	7-e-1000-653-0100-701	Software to support instructional activities used to close achievement gap created by COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
489-1-013-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	BSEL support and interventionist for elementary schools. Students have a lack of social development due to being out of the classroom for so long. All schools are seeing an increase in social emotional behaviors due to remote/hybrid learning.	\$ 131,300	\$ -	\$ 65,000	\$ 66,300	\$ -	7-e-2100-110-0702-701	Behavior support- district has seen an increase in social emotional concerns due to remote/hybrid learning and COVID.
489-1-014-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	seven 1st grade classroom aides to support academic and sel learning loss in earlychildhood students resulting from pandemic	\$ 157,000	\$ -	\$ 77,000	\$ 80,000	\$ -	7-e-1001-120-0700-701	Kindergarten students need support moving forward, as they are missed classroom time during their kindergarten year. Additional support for those transitioning to 1st grade.

489-1-015-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Corwin Visible Learning and LTRS Staff training to improve instruction and address learning loss caused by COVID in all students	\$ 80,000	\$ -	\$ 40,000	\$ 40,000	\$ -	7-e-1000-330-0100-701	
489-1-016-20210608	Eligible	Direct Allocation	Building Improvements	Construction Services (Outside Contractors)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replace fixed and sealed windows with opening windows to allow for classroom ventilation in two elementary buildings	\$ 222,831	\$ -	\$ 222,831	\$ -	\$ -	7-e-4700-450-0000-701	

Kansas CommonApp (2020)

1497-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ojXgvVEK

497_Lawrence_ESSER II

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	Unified School District 497
Applicant / Mailing Address	110 McDonald Drive
Applicant / First and Last Name of Owner, CEO, or Executive Director	Kathy Johnson
Applicant / Email Address of Owner, CEO, or Executive Director	kjohnson@usd497.org
Applicant / Phone Number	7853302376

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Unified School District 497 Lawrence
District Number	497
Mailing Address Street Address	110 McDonald Drive

Mailing Address City	Lawrence
Mailing Address Zip Code	66044
Authorized Representative of the District Name	Katharine S Johnson
Authorized Representative of the District Position or Title	Board Treasurer/Executive Director Finance
Authorized Representative of the District Email Address	kjohnson@usd497.org
Authorized Representative of the District Phone Number	+17853302376
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	Kevin.Etzel@usd497.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. COVID-19 had a financial impact on the school district due to a significant decrease in enrollment of 647.9 FTE. The district was in a remote and/or hybrid learning environment through most of the school year. In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remote Teachers - to support distance learning through the balance of the school year; Air Purifiers and PPE for staff and students, summer learning and instructional resources for multi-tier interventions needed as a result of the pandemic, for all students including the disadvantaged and special education.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 497 proposes to use the ESSER II district allocation for Elementary, MS and HS Summer Learning with a curriculum focus on identified priority standards in reading, ELA and math, targeting students that have been assessed and data supports the need. Social and emotional learning will be incorporated into all summer learning experiences. HS will also support credit recovery at all grade levels. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher. This position will also be accountable for monitoring and showing student progress on state standards. Research tells us that job-embedded, ongoing professional learning is most effective in supporting teachers and promoting student achievement and success. Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content. COVID has created lots of health service needs, a dedicated nursing position for the purpose training and support to staff. Certified Teachers will be compensated based on documented time, for duties required of them by COVID during remote and hybrid learning as a result the pandemic. And finally air quality will be addressed, making improvements were identified areas of concern are determined.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

With summer learning, planned pre/post assessments are planned to determine student needs and growth. Academic Interventionists will use district common assessment, AimsWebPlus and grades, for Social and Emotional learning, discipline data, Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) and attendance. Looking at the data across all demographics including lunch status, race/ethnicity, SPED and ELL status. Facilities will be addressed based on inspection report, and when project is complete, inspection should share results of increased air quality in the spaces upgraded. COVID Nursing and health services support will reflect systems and training is in place and followed for COVID and other health protocols. Compliance of reporting for COVID outbreaks, other restrictions and orders, will be being followed.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



XLSX

[USD497 ESSERII-Applicatio... \(151 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et

seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Katharine s. Johnson

Date | 05/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
497	Lawrence	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
497-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 684,203	\$ -	\$ 684,203	\$ -	\$ -	6121IN1570	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
497-1-002-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 88,309	\$ -	\$ 88,309	\$ -	\$ -	6121IN1570	Benefits related to line-item 497-1-001-20210608.
497-1-003-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 52,351	\$ -	\$ 52,351	\$ -	\$ -	6121IN1570	Benefits related to line-item 497-1-001-20210608.

497-1-004-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 15,821	\$ -	\$ 15,821	\$ -	\$ -	6121IN1570	Benefits related to line-item 497-1-001-20210608.
497-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 210,524	\$ -	\$ 210,524	\$ -	\$ -	6121IN1571	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
497-1-006-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 27,172	\$ -	\$ 27,172	\$ -	\$ -	6121IN1571	Benefits related to line-item 497-1-005-20210608.
497-1-007-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 16,106	\$ -	\$ 16,106	\$ -	\$ -	6121IN1571	Benefits related to line-item 497-1-005-20210608.

497-1-008-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and ELA classes, emphasis on literacy skills based on specific student data and student remedial needs.	\$ 4,864	\$ -	\$ 4,864	\$ -	\$ -	6121IN1571	Benefits related to line-item 497-1-005-20210608.
497-1-009-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 157,893	\$ -	\$ 157,893	\$ -	\$ -	6121IN1572	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.

497-1-010-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 20,379	\$ -	\$ 20,379	\$ -	\$ -	6121IN1572	Benefits related to line-item 497-1-009-20210608.
497-1-011-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 12,080	\$ -	\$ 12,080	\$ -	\$ -	6121IN1572	Benefits related to line-item 497-1-009-20210608.
497-1-012-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and after school targeted support based on specific student data and student remedial needs.	\$ 3,650	\$ -	\$ 3,650	\$ -	\$ -	6121IN1572	Benefits related to line-item 497-1-009-20210608.

497-1-013-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 151,913	\$ -	\$ 151,913	\$ -	\$ -	6121IN1535	Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
497-1-014-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 19,606	\$ -	\$ 19,606	\$ -	\$ -	6121IN1535	Benefits related to line-item 497-1-013-20210608.
497-1-015-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 11,621	\$ -	\$ 11,621	\$ -	\$ -	6121IN1535	Benefits related to line-item 497-1-013-20210608.
497-1-016-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Interventionist - certified teachers assigned for math and reading instruction based on specific student data and student remedial needs.	\$ 3,508	\$ -	\$ 3,508	\$ -	\$ -	6121IN1535	Benefits related to line-item 497-1-013-20210608.

497-1-017-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	3. Providing principals and other school leaders with resources to address individual school needs	Resources for schools to address principal identified needs of a building related to the pandemic.	\$ 674,481	\$ 174,481	\$ 250,000	\$ 250,000	\$ -	6121IN000	Per applicant, This is set aside amounts for continued requests by buildings of PPE, Signage, Disinfectants, plexiglass. Future years 2022 and 2023 are set asides for unknowns. Also, verified with the applicant the understanding any usage must be pandemic/COVID related. Discussed option to amend plan later if funds not utilized.
497-1-018-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 480,368	\$ -	\$ 480,368	\$ -	\$ -	6121IN000	Per applicant, This will be based on documented time, we have a log that staff will be required to complete and it will be reviewed and certified by staff and administrator to ensure it is appropriate and pandemic related. Our district was remote for most of the fall and then Hybrid for most of the school year, until late March. Teachers with remote and Hybrid learning were spending extra time to create packets of remote learning instruction, videos, and other adaptations necessary for remote learners vs. in person. Additionally staff incur additional time when working in dual learning modes for students who have to be remote due to quarantine. Verified with the applicant this is not intended for all staff and there is no set amount for staff, but rather, this is only for documented, verified additional duties above and beyond negotiated agreements or regular responsibilities.
497-1-019-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 36,749	\$ -	\$ 36,749	\$ -	\$ -	6121IN000	

497-1-020-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.	\$ 2,883	\$ -	\$ 2,883	\$ -	\$ -	6121IN000	
497-1-021-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 101,735	\$ -	\$ 101,735	\$ -	\$ -	6121SS1300	Per narrative, Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content.

497-1-022-20210608	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 13,131	\$ -	\$ 13,131	\$ -	\$ -	6121SS1300
497-1-023-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 7,783	\$ -	\$ 7,783	\$ -	\$ -	6121SS1300
497-1-024-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.	\$ 2,351	\$ -	\$ 2,351	\$ -	\$ -	6121SS1300

497-1-025-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 101,735	\$ -	\$ 101,735	\$ -	\$ -	6121IS1300	Per narrative, Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content.
497-1-026-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 13,131	\$ -	\$ 13,131	\$ -	\$ -	6121IS1300	

497-1-027-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 7,783	\$ -	\$ 7,783	\$ -	\$ -	6121IS1300
497-1-028-20210608	Eligible	Direct Allocation	Support Services (Instructional Staff)	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.	\$ 2,351	\$ -	\$ 2,351	\$ -	\$ -	6121IS1300
497-1-029-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 52,631	\$ -	\$ 52,631	\$ -	\$ -	6121NU0000
497-1-030-20210608	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	15. Developing strategies and implementing public health protocols for	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 6,793	\$ -	\$ 6,793	\$ -	\$ -	6121NU0000

497-1-031-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 4,027	\$ -	\$ 4,027	\$ -	\$ -	6121NU0000
497-1-032-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff.	\$ 1,217	\$ -	\$ 1,217	\$ -	\$ -	6121NU0000
497-1-033-20210608	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Supplies for COVID dedicated nurse	\$ 332	\$ -	\$ 332	\$ -	\$ -	6121NU0000

497-1-034-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	PPE and related supplies	\$ 75,000	\$ 25,000	\$ 50,000	\$ -	\$ -	6121IN0000	
497-1-035-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Air purifiers	\$ 399,500	\$ 399,500	\$ -	\$ -	\$ -	6120OM0000	Per narrative, In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.

497-1-036-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Replacement air filters for ESSER purchased air purifiers	\$ 150,500	\$ -	\$ 75,000	\$ 75,500	\$ -	61200M0000	Per narrative, In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.
497-1-037-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repairs and Maintenance Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	HVAC repairs resulting from air quality study	\$ 1,000,000	\$ -	\$ 500,000	\$ 500,000	\$ -	61200M0000	Per narrative, In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.

497-1-038-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 396,765	\$ 132,255	\$ 132,255	\$ 132,255	\$ -	6121IN4 470	Per applicant, June 7-July 2 Each of the Next Three Summers 2021;2022;2023 For 2021 Classes MR 8:30-11:30 Grades K-4 (5th will be in MS) 7 Summer Learning Sites; Aprox 80 Staff CE/CL; One Administrator and one Administrative Assistant per site, Nurse will be shared, Counselor will be available. Staff are paid their hourly rate, including up to 3 hours of plan/PD per week. Morgan Hunter will provide for substitutes if needed. There is a shuttle that will assist with transporting students where needed. Currently enrollment is at 580 for this summer, enrollment is currently happening for summer learning and the number could be more. Curricular focus: Four priority standards in both reading and math. Social and Emotional Learning - structured SEL Standards based focus. Use pre and post test to determine student needs and growth.
497-1-039-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 17,472	\$ 5,824	\$ 5,824	\$ 5,824	\$ -	6121IN4 470	See line-item 497-1-039-20210608 for description.
497-1-040-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 31,716	\$ 10,572	\$ 10,572	\$ 10,572	\$ -	6121IN4 470	See line-item 497-1-039-20210608 for description.
497-1-041-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.	\$ 2,538	\$ 846	\$ 846	\$ 846	\$ -	6121IN4 470	See line-item 497-1-039-20210608 for description.

497-1-042-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Elementary Summer Learning.	\$ 16,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ -	6121IN4470	See line-item 497-1-039-20210608 for description.
497-1-043-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 85,680	\$ 28,560	\$ 28,560	\$ 28,560	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-044-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 21,420	\$ 7,140	\$ 7,140	\$ 7,140	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-045-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 8,232	\$ 2,744	\$ 2,744	\$ 2,744	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-046-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Elementary Administrative support to provide summer learning oppurtunities	\$ 714	\$ 238	\$ 238	\$ 238	\$ -	6121SA4470	See line-item 497-1-039-20210608 for description.
497-1-047-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 27,159	\$ 9,053	\$ 9,053	\$ 9,053	\$ -	6121NU4470	See line-item 497-1-039-20210608 for description.

497-1-048-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 2,079	\$ 693	\$ 693	\$ 693	\$ -	6121NU 4470	See line-item 497-1-039-20210608 for description.
497-1-049-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for elementary students attending summer school	\$ 168	\$ 56	\$ 56	\$ 56	\$ -	6121NU 4470	See line-item 497-1-039-20210608 for description.
497-1-050-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 33,948	\$ 11,316	\$ 11,316	\$ 11,316	\$ -	6121GU 4470	See line-item 497-1-039-20210608 for description.
497-1-051-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 2,598	\$ 866	\$ 866	\$ 866	\$ -	6121GU 4470	See line-item 497-1-039-20210608 for description.
497-1-052-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for elementary students attending summer school	\$ 207	\$ 69	\$ 69	\$ 69	\$ -	6121GU 4470	See line-item 497-1-039-20210608 for description.

497-1-053-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for elementary students attending summer school	\$ 86,031	\$ 28,677	\$ 28,677	\$ 28,677	\$ -	6121TR4470	See line-item 497-1-039-20210608 for description.
497-1-054-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 250,356	\$ 83,452	\$ 83,452	\$ 83,452	\$ -	6121IN4471	Per applicant, June 7-July 2 Each of the Next Three Summers 2021;2022;2023 For 2021 Classes MR 8:30-11:30 Grades 5-7 (8th will be in HS) 2 Summer Learning Sites; up to 40 Staff CE/CL, this will ultimately be driven by enrollment; One Administrator and one Administrative Assistant per site. Nurse and counselor will be available. Staff are paid their hourly rate. There is a shuttle that will assist with transporting students where needed. Anticipating enrollment for 250, enrollment is open currently, final enrollment is yet to be determined. Curricular focus on identified Math and ELA priority standards, Interest based courses with SEL incorporated into all summer learning experiences.
497-1-055-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 3,744	\$ 1,248	\$ 1,248	\$ 1,248	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.
497-1-056-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 19,446	\$ 6,482	\$ 6,482	\$ 6,482	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.

497-1-057-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide Middle School summer learning for Math, ELA, with social and emotional learning incorporated.	\$ 1,545	\$ 515	\$ 515	\$ 515	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.
497-1-058-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Middle School summer learning	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ -	6121IN4471	See line-item 497-1-054-20210608 for description.
497-1-059-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 14,688	\$ 4,896	\$ 4,896	\$ 4,896	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.
497-1-060-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 4,896	\$ 1,632	\$ 1,632	\$ 1,632	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.
497-1-061-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 1,506	\$ 502	\$ 502	\$ 502	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.
497-1-062-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide Middle School summer learning opportunities	\$ 132	\$ 44	\$ 44	\$ 44	\$ -	6121SA4471	See line-item 497-1-054-20210608 for description.

497-1-063-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 10,185	\$ 3,395	\$ 3,395	\$ 3,395	\$ -	6121NU 4471	See line-item 497-1-054-20210608 for description.
497-1-064-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 780	\$ 260	\$ 260	\$ 260	\$ -	6121NU 4471	See line-item 497-1-054-20210608 for description.
497-1-065-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for Middle School students attending summer school	\$ 63	\$ 21	\$ 21	\$ 21	\$ -	6121NU 4471	See line-item 497-1-054-20210608 for description.
497-1-066-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 10,185	\$ 3,395	\$ 3,395	\$ 3,395	\$ -	6121GU 4471	See line-item 497-1-054-20210608 for description.
497-1-067-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 780	\$ 260	\$ 260	\$ 260	\$ -	6121GU 4471	See line-item 497-1-054-20210608 for description.

497-1-068-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for Middle School students attending summer school	\$ 63	\$ 21	\$ 21	\$ 21	\$ -	6121GU4471	See line-item 497-1-054-20210608 for description.
497-1-069-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for Middle School students attending summer school	\$ 18,435	\$ 6,145	\$ 6,145	\$ 6,145	\$ -	6121TR4471	See line-item 497-1-054-20210608 for description.
497-1-070-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 225,744	\$ 75,248	\$ 75,248	\$ 75,248	\$ -	6121IN4472	Next Three Summers 2021;2022;2023 For 2021 Classes M-R 8:30-11:30 Grades 8-12. Three Summer Learning Sites June 7 - July 2.. Staff will be driven by enrollment, up to 40 (CE/CL), One administrator and one administrative assistant per site. Staff are paid their hourly rate. There is a shuttle that will assist with transporting students where needed. Anticipating enrollment for 400, enrollment is open currently, final enrollment is yet to be determined. Credit recovery for all grades will also be offered to students. Math and ELA priority standards , interest based courses, SEL incorporated into all summer learning experiences.

497-1-071-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 4,992	\$ 1,664	\$ 1,664	\$ 1,664	\$ -	6121IN4 472	See line-item 497-1-070-20210608 for description.
497-1-072-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 17,661	\$ 5,887	\$ 5,887	\$ 5,887	\$ -	6121IN4 472	See line-item 497-1-070-20210608 for description.
497-1-073-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Staff to provide High School summer learning, credit recovery, Math and ELA with Social and Emotional learning incorporated.	\$ 1,404	\$ 468	\$ 468	\$ 468	\$ -	6121IN4 472	See line-item 497-1-070-20210608 for description.
497-1-074-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies to provide high school summer learning opportunities	\$ 5,145	\$ 1,715	\$ 1,715	\$ 1,715	\$ -	6121IN4 472	See line-item 497-1-070-20210608 for description.
497-1-075-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 29,376	\$ 9,792	\$ 9,792	\$ 9,792	\$ -	6121SA4 472	See line-item 497-1-070-20210608 for description.

497-1-076-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 9,792	\$ 3,264	\$ 3,264	\$ 3,264	\$ -	6121SA4472	See line-item 497-1-070-20210608 for description.
497-1-077-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 3,006	\$ 1,002	\$ 1,002	\$ 1,002	\$ -	6121SA4472	See line-item 497-1-070-20210608 for description.
497-1-078-20210608	Eligible	Direct Allocation	Support Services (School Administration)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Administrative support to provide high school summer learning opportunities	\$ 261	\$ 87	\$ 87	\$ 87	\$ -	6121SA4472	See line-item 497-1-070-20210608 for description.
497-1-079-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 6,792	\$ 2,264	\$ 2,264	\$ 2,264	\$ -	6121NU4472	See line-item 497-1-070-20210608 for description.
497-1-080-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 522	\$ 174	\$ 174	\$ 174	\$ -	6121NU4472	See line-item 497-1-070-20210608 for description.

497-1-081-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Nursing services for high school students attending summer school	\$ 45	\$ 15	\$ 15	\$ 15	\$ -	6121NU4472	See line-item 497-1-070-20210608 for description.
497-1-082-20210608	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 6,792	\$ 2,264	\$ 2,264	\$ 2,264	\$ -	6121GU4472	See line-item 497-1-070-20210608 for description.
497-1-083-20210608	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 522	\$ 174	\$ 174	\$ 174	\$ -	6121GU4472	See line-item 497-1-070-20210608 for description.
497-1-084-20210608	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Counseling services for high school students attending summer school	\$ 45	\$ 15	\$ 15	\$ 15	\$ -	6121GU4472	See line-item 497-1-070-20210608 for description.
497-1-085-20210608	Eligible	Direct Allocation	Student Transportation Services	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	Transportation services for high school students attending summer school	\$ 36,870	\$ 12,290	\$ 12,290	\$ 12,290	\$ -	6121TR4472	See line-item 497-1-070-20210608 for description.

Kansas CommonApp (2020)

1270-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



eDVEmxBw

498_ValleyHeights_ESSER II Plan_0408

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 498 Valley Heights

Applicant / Mailing Address

| P.O. Box 89
| Waterville, KS 66548

Applicant / First and Last Name of Owner, CEO, or Executive Director | Melissa Kennedy

Applicant / Email Address of Owner, CEO, or Executive Director | mkennedy@valleyheights.org

Applicant / Phone Number | 785-363-2398

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480724652

Applicant / Website Address (if applicable) | www.valleyheights.org

Application details

Full District Name		Valley Heights
District Number		498
Mailing Address Street Address		P.O. Box 89
Mailing Address City		Waterville
Mailing Address Zip Code		66548
Authorized Representative of the District Name		Teresa Penning
Authorized Representative of the District Position or Title		Clerk
Authorized Representative of the District Email Address		tpenning@valleyheights.org
Authorized Representative of the District Phone Number		+17853632398
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		mkennedy@valleyheights.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 498 students have been impacted by COVID-19 emotionally and socially. Students have lost learning opportunities because they were remote learning last year and part of this year. The emotional impact on our students has been devastating to the point that one of our students committed suicide.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

| Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER I Sped funds will be used for social/emotional curriculum and/or supports.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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 want to extend our services with PowerSchool to include the on-line enrollment piece. This will allow us to conduct enrollment virtually and afford parents the opportunity to do it conveniently and from the safety of their homes while minimizing contact and exposure to coronavirus.

Hiring a Community Outreach and Family Advocate and with a Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families by providing concrete resources that build protective factors and optimize success.

Cleaning, sterilizing and disinfecting supplies and having to hire another full time custodian to provide extra cleaning and disinfecting protocols last year.

New teacher laptops that include updated webcams, have an extended battery life, provide increased storage for planning and teaching resources, and enhanced adaptive capabilities will greatly increase their ability to teach remotely.

Elementary Counselor that will meet the counseling and mental health needs in our elementary buildings.

We will hire two additional staff members at the junior/senior high to work with our students who have suffered significant learning loss throughout COVID 19.

USD 498 will be hosting summer extended learning opportunities for all students from kindergarten through 11th grade. This will help us not only address learning loss in our students, but also ensure that our low income students have access to a structured and academically rich environment throughout the summer months.

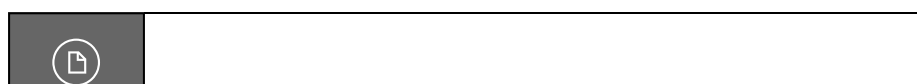
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II district allocation, several data sources will be used. Most notably, our Fastbridge test scores in the fall. This would show us the impact of additional resources to address the learning loss of our students, including human resources, enhanced technological abilities for our staff, and additional programming for our most at-risk students. Another huge determinant will be the decrease of referrals for social/emotional needs that has prompted us to increase our mental health supports. Increased home visits and referrals for resources will determine the impact of our family advocate along with the Mobile Resource Center in meeting the varied physical and emotional needs of our students and their families. My Saebers, which is the Fastbridge screener of social and emotional behavior/needs will also provide us with beneficial data to determine the impact of ESSER II funding and expenditures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the

requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Melissa Kennedy

Date | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
498	Valley Heights	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
498-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 44,250	\$ -	\$ 44,250	\$ -	\$ -	80-1000-110-00	Learning loss due to covid? YES During school year? YES 9-12 Content? ELA/Math
498-1-002-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 5,085	\$ -	\$ 5,085	\$ -	\$ -	80-1000-220-00	MTSS Teacher Social Security (phone call 5/13/2021)
498-1-003-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 65	\$ -	\$ 65	\$ -	\$ -	80-1000-260-00	MTSS Teacher Unemployment (phone call 5/13/2021)
498-1-004-20210608	Eligible	Direct Allocation	Instruction	Health Benefits	12. Addressing learning loss among students, including vulnerable populations	MTSS Teacher for HS students to address learning loss caused by COVID.	\$ 18,200	\$ -	\$ 18,200	\$ -	\$ -	80-1000-280-00	MTSS Teacher Health Benefits (phone call 5/13/2021)
498-1-005-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	MTSS Para for HS/Elementary students to address learning loss in Math caused by COVID.	\$ 21,370	\$ -	\$ 21,370	\$ -	\$ -	80-1000-120-00	Learning Loss due to covid? YES During school year? YES in 3rd-12th Content? Math/ELA

498-1-006-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and	Hired extra custodial staff to implement health protocols.	\$ 19,830	\$ 19,830	\$ -	\$ -	\$ -	80-2600-120-00	Extra custodian for disinfecting and sanitizing due to COVID.
498-1-007-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 1,085	\$ 1,085	\$ -	\$ -	\$ -	80-2600-220-00	Social Security benefits for extra custodian
498-1-008-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 10	\$ 10	\$ -	\$ -	\$ -	80-2600-260-00	Unemployment benefits for extra custodian

498-1-009-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Health Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired extra custodial staff to implement health protocols.	\$ 3,966	\$ 3,966	\$ -	\$ -	\$ -	80-2600-280-00	Health Benefits for extra custodian
498-1-010-20210608	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional needs in the Elementary caused by the COVID pandemic and remote learning.	\$ 18,500	\$ -	\$ 18,500	\$ -	\$ -	80-2120-110-00	Full time, but some of the salary comes from Title I.
498-1-011-20210608	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional supports in the Elementary caused by the COVID pandemic and remote learning.	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	80-2120-220-00	Elementary School Counselor Social Security (phone call 5/13/2021)
498-1-012-20210608	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	Elementary Counselor to address the social/emotional supports in the Elementary caused by the COVID pandemic and remote learning.	\$ 15	\$ -	\$ 15	\$ -	\$ -	80-2120-260-00	Elementary School Counselor Unemployment (phone call 5/13/2021)

498-1-013-20210608	Eligible	Direct Allocation	Social Work Services	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 23,175	\$ -	\$ 23,175	\$ -	\$ -	80-2113-120-00	Family Advocate (20 hours per week)
498-1-014-20210608	Eligible	Direct Allocation	Social Work Services	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 1,773	\$ -	\$ 1,773	\$ -	\$ -	80-2113-220-00	Family Advocate (20 hours per week) Social Security

498-1-015-20210608	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 23	\$ -	\$ 23	\$ -	\$ -	80-2113-260-00	Family Advocate (20 hours per week) Unemployment
498-1-016-20210608	Eligible	Direct Allocation	Social Work Services	Health Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. he MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.	\$ 9,100	\$ -	\$ 9,100	\$ -	\$ -	80-2113-280-00	Family Advocate (20 hours per week) Health benefits

498-1-017-20210608	Eligible	Direct Allocation	Support Services (General Administration)	Software Services	3. Providing principals and other school leaders with resources to address individual school needs	PowerSchool Online Enrollment System	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	80-2300-444-00	Using powerschool to go to online (paperless) enrollment to mitigate the spread of COVID (phone call 5/13/2021)
498-1-018-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning, sterilizing and disinfecting supplies	\$ 11,681	\$ 6,681	\$ 5,000	\$ -	\$ -	80-2600-618-00	
498-1-019-20210608	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Laptops for staff	\$ 74,316	\$ -	\$ 74,316	\$ -	\$ -	80-1000-736-00	Need updated laptops to match software, and to incorporate cameras, in case teachers have to quarantine or students need remote learning options due to COVID exposure. (44 laptops) Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

498-1-020-20210608	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software for district for online learning	\$ 8,214	\$ -	\$ 8,214	\$ -	\$ -	80-1000-650-00	Google License is \$5.00 per student, FileWave Software \$3,762, Securly Filtering for Student iPads is \$2,566.67. Google allows an increase in communication, which is essential to addressing the learning loss caused by COVID. FileWave Software manages security, programs, and apps on mobile student devices when a student has to be quarantined due to exposure to COVID. Securly filtering is used to monitor student internet and email usage and search for key words that could indicate a student experience mental health issues. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
498-1-021-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers for grades K-12 to address learning loss caused by COVID	\$ 1,060	\$ -	\$ 1,060	\$ -	\$ -	80-1000-110-01	2 high school teachers (15 at high school level, 45 students at elementary)
498-1-022-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Paras for K-12 to address learning loss caused by COVID	\$ 800	\$ -	\$ 800	\$ -	\$ -	80-1000-120-01	2 paras (15 at high school level, 45 students at elementary)
498-1-023-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Staff for K-12 to address learning loss caused by COVID	\$ 135	\$ -	\$ 135	\$ -	\$ -	80-1000-220-01	Social Security for summer school (15 students at JR/SR High, 45 at elementary)

498-1-024-20210608	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School Staff for K-12 to address learning loss caused by COVID	\$ 5	\$ -	\$ 5	\$ -	\$ -	80-1000-260-01	Unemployment for summer school (15 students at JR/SR High, 45 at elementary)
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Kansas CommonApp (2020)

1257-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ByREyAqz

499_Galena_ESSER II Plan_0405

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Galena USD 499

Applicant / Mailing Address

702 E. 7th Street
Galena KS 66739

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Trey Moeller

Applicant / Email Address of Owner, CEO, or Executive Director | trey.moeller@galena499.org

Applicant / Phone Number | 6207834499

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Galena USD 499

District Number | 499

Mailing Address Street Address	702 E. 7th Street
Mailing Address City	Galena
Mailing Address Zip Code	66739
Authorized Representative of the District Name	Dr. Trey Moeller
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	trey.moeller@galena499.org
Authorized Representative of the District Phone Number	+16207834499
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	boglesby@galena499.org
Other District Representative 2 Email Address	renee.goostree@galena499.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.

Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counselling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming.

The majority of our students' academic and SEL needs have been impacted by the pandemic. With approximately 50% of our students on Free Lunches and another 20% on Reduced Lunches (prior to the everyone is free status), the pandemic circumstances have increased the impact of poverty upon our students. Our parents do not have the resources to provide digital tools for their children so the already significant "digital divide" in our community exploded; exasperating the need to provide technological tools and resources for our students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 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 Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.

ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

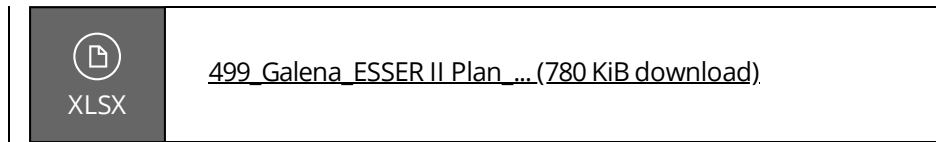
Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas.

Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under

“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Trey Moeller

Date | 04/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
499	Galena	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
499-1-001-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 124,750	\$ 31,750	\$ 38,000	\$ 40,000	\$ 15,000	38	Per applicant, In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July....; Dates for 2022 and 2023 have not yet been determined). We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch daily. Transportation will be provided.
499-1-002-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (3 FTE aids)	\$ 24,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ -	38	See line 499-1-001-20210608 for more information.

499-1-003-20210608	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (2 routes)	\$ 41,000	\$ 9,000	\$ 13,500	\$ 13,500	\$ 5,000	38	See line 499-1-001-20210608 for more information.
499-1-004-20210608	Eligible	Direct Allocation	Counseling Services	Software	10. Providing mental health services and supports	MS HS SEL Curriculum and Data Collection, Analysis (Panorama): Panorama allows the district to survey SEL of students and staff, collect and analyze data, and provide targeted interventions.	\$ 45,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ -	38	Per narrative, Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counselling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming. To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.
499-1-005-20210608	Eligible	Direct Allocation	Social Work Services	Student Services	10. Providing mental health services and supports	Licensed Counseling Services to include but not limited to contracted services with SRMH for Licensed counseling: Increases our LPC contracted services with SRMH for our students with higher levels of trauma and in need of more intensive SEL interventions.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	38	See line 499-1-004-20210608 for more information.

499-1-006-20210608	Eligible	Direct Allocation	Instruction and Curriculum Development Services	Other Supplies and Materials	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Greenbush EdTech: Technical support necessary to provide digitally organized instruction and remote learning capabilities	\$ 1,800	\$ 600	\$ 600	\$ 600	\$ -	38	Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age. ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.
499-1-007-20210608	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online	Greenbush (School Improvement Services): Resources are provided for PD, KESA and curriculum. Structured reading and math instruction will be areas of focus.	\$ 32,330	\$ 10,740	\$ 10,740	\$ 10,850	\$ -	38	Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.
499-1-008-20210608	Eligible	Direct Allocation	Office of the Superintendent Services	Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush (Administrative Services): Support for planning and implementing COVID-19 response for academic and SEL challenges we face	\$ 4,050	\$ 1,350	\$ 1,350	\$ 1,350	\$ -	38	

499-1-009-20210608	Eligible	Direct Allocation	Instruction	Technical Services	10. Providing mental health services and supports	Greenbush (Crisis Prevention and Response Services): The partnership increases support for our district counselors to help meet the needs of students and teachers in times of district crisis.	\$ 7,350	\$ 2,450	\$ 2,450	\$ 2,450	\$ -	38	See line 499-1-004-20210608 for more information.
499-1-010-20210608	Eligible	Direct Allocation	Instruction	Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements , and	Software etc Canvas, Edgenuity, etc.: Tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we face	\$ 73,000	\$ 13,000	\$ 30,000	\$ 30,000	\$ -	38	
499-1-011-20210608	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	MTSS resources focused on literacy and mathematics: Data collected after remote instruction highlighted that our students are not achieving at high levels and evidence-based instructional resources need to be added to meet learning standards.	\$ 38,000	\$ 15,000	\$ 23,000	\$ -	\$ -	38	Per narrative, Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.

499-1-012-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	ELE/MS/HS instructional Support Specialists: 3 certified positions to support the identification of, instructional planning and implementation for and progress monitoring of students who are not meeting identified learning targets.	\$ 356,782	\$ -	\$ 178,391	\$ 178,391	\$ -	38	Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.
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Kansas CommonApp (2020)

1047-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

502



BEQRDyoB

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Mike McDermeit

Applicant / Mailing Address

| 401 Sunnyside Dr.
Lewis, Ks. 67552

Applicant / First and Last Name of Owner, CEO, or Executive Director | Mike McDermeit

Applicant / Email Address of Owner, CEO, or Executive Director | mike.mcdermeit@usd502.com

Applicant / Phone Number | 620-324-5547

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0724957

Applicant / Website Address (if applicable) | USD502.com

Application details

Full District Name	Lewis
District Number	502
Mailing Address Street Address	P O Box 97
Mailing Address City	Lewis
Mailing Address Zip Code	67552
Authorized Representative of the District Name	Mike McDermeit
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mike.mcdermeit@usd502.com
Authorized Representative of the District Phone Number	+16203245547
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	darla.stegman@usd502.com
Other District Representative 2 Email Address	luke.snyder@usd502.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Lewis serves Pre-K thru 6th grade. 7th-12 grade attend USD #351 Macksville. Longitudinal data from STAR Reading and Math assessment for 2nd-6th grade, when compared to previous years improvement, show an average percentile rank decline of 25% for Reading and 23.6% decline for Math when comparing the 2019-20 scores to 2020-21 scores. Our Pre-K students have also been negatively impacted disproportionately because of the high number of English Language Learners in our district. 50% of our students enrolled in 3 year old pre-k or 4 year old pre-k speak little to no English in the household prior to attending our school. This not only affects the student but also the parent partnerships we are trying to establish. One of our KESA goals includes parent engagement. The pandemic response with no parents allowed in the school, at activities, etc. has been a setback in fostering and building strong relationships

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

USD #502 will utilize the remainder of the ESSER I funds (\$7,426) to begin our Summer Enrichment Activities that focus on Reading/Math recovery, as well as parent engagement. SPED funds are sent to the South Central Kansas Special Education Cooperative for distribution by them.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

9. A. We want to add a para-professional to our staff that will focus on Reading and Math Improvement for at-risk students in K-6th grade for next year with the intention of funding the position with ESSER funds for 2 additional years.
- B. We want to fund a bi-lingual pre-school para-professional part-time for 1 year (with intentions to continue in subsequent years) to address the needs of our ELL Pre-K students with an emphasis on strengthening parent engagement.
- C. We want to start a Summer Enrichment program beginning June 2021-July2021 and continue in June-2022-July 2022 that focuses on Reading/Math recovery, Project Based Learning, and parent engagement. We anticipate ESSER funds would pay for 3 licensed elementary teachers that will focus intense, focused Reading and Math instruction, bussing to and from the school, and weekly field trips to locations around our area where students AND parents will be encouraged to participate. We believe these programs target our needs for parent engagement and at-risk student learning loss in the areas of Reading and Math as a result of the pandemic restrictions

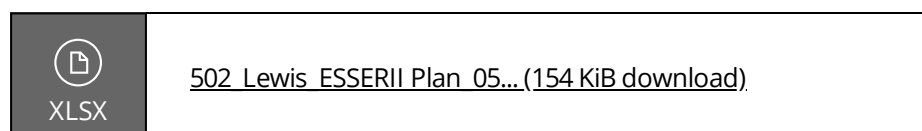
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

STAR Math/Reading assessment and Fastbridge Math/Reading/Social-Emotional and will be utilized to longitudinally measure and compare student progress over the next 2 school years. Adjustments will be made yearly to the para. educator's assignment to focus on students identified with the greatest learning loss with a focus on ELL and at-risk students. Increases by parent's participation through data collected from our SeeSaw parent communication app. will be utilized to determine parent engagement.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Mike McDermeit

Date | 05/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
502	Lewis	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
502-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This para will be working with the PreSchool At Risk and ELL parents and students during the 2021-2022 school year. This is to address student learning loss and family engagement due to Covid-19.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	11-1000-120-0	Para will work with approximately 15 students in prek. Phone call 5/26/21. Per district request, object codes updated for all line-items.
502-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	This para will be working with the K-12 At Risk and ELL parents and students during the 2021-2022 school year. This is to address student learning loss and family engagement due to Covid-19.	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	13-1000-120-0	Para will work with approximately 70 K-6 students. Phone call 5/26/21
502-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	These teachers will be instructing our students who have fallen behind due to Covid-19 at our Summer Enrichment Program over the next two summers.	\$ 16,800	\$ -	\$ 8,400	\$ 8,400	\$ -	06-1000-110-0	Summer Enrichment will host 50 students to address learning loss due to covid. 3 Teachers, 3 days per week(4 hrs Tuesday and Wednesday and 8 hours on Thursday). Phone Call 5/26/21
502-1-004-20210608	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	During our Summer Enrichment Program, we will busing some of our students to and from school. This will be for Fuel.	\$ 2,200	\$ -	\$ 1,100	\$ 1,100	\$ -	06-2710-626-0	Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21
502-1-005-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We will need to pay a bus driver to run route for those students who will be attending our Summer Enrichment Program.	\$ 840	\$ -	\$ 420	\$ 420	\$ -	06-2710-120-0	Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21

502-1-006-20210608	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	During our Summer Enrichment Program, the students will be going on some educational field trips that are in line with the instruction they are receiving. This will pay for the bus driver.	\$ 1,320	\$ -	\$ 660	\$ 660	\$ -	06-2710-120-0	Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21
502-1-007-20210608	Eligible	Direct Allocation	Instruction	Other Miscellaneous Expenditures	11A. Planning and implementing summer learning or enrichment programs	During our Summer Enrichment Program, the students will be going on some educational field trips that are in line with the instruction they are receiving. This will pay for the admission costs at some of the locations.	\$ 2,000	\$ -	\$ 1,000	\$ 1,000	\$ -	06-1000-890-0	Summer Enrichment will host 50 students to address learning loss due to covid- field trips to Exploration Place, Museum of National History, Kansas Fish and Game to provide hands on learning opportunities. Phone call 5/26/21
502-1-008-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	This will pay for instructional supplies needed to run our Summer Enrichment Program such as; Math, Reading and parent engagement materials, student materials, and STEM materials.	\$ 7,431	\$ -	\$ 3,715	\$ 3,716	\$ -	06-1000-610-0	Summer Enrichment will host 50 students to address learning loss due to covid.-Project based learning science kits to dig fossils, rocket kits for preparation for Exploration Place and cover science content Phone Call 5/26/21

Kansas CommonApp (2020)

1586-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xVeLRmeQ

506_Labette County_ESSER Expenditure Reporting

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 506 Labette County Schools
Applicant / Mailing Address	401 S. High School Street P.O. Box 189 Altamont Ks. 67330
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dr. John Wyrick
Applicant / Email Address of Owner, CEO, or Executive Director	jwyrick@usd506.org
Applicant / Phone Number	620-784-5326

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	480724846
Applicant / Website Address (if applicable)	www.usd506.org

Application details

Full District Name	Labette County Public Schools
District Number	506
Mailing Address Street Address	401 S. High School Street
Mailing Address City	Altamont
Mailing Address Zip Code	67332
Authorized Representative of the District Name	John Wyrick
Authorized Representative of the District Position or Title	Superintendent of Schools
Authorized Representative of the District Email Address	jwyrick@usd506.org
Authorized Representative of the District Phone Number	+16207845326
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The negative impact of COVID-19 on our school district can be observed across many spectrums. Particularly, mandatory in-person shut down of schools with the replacement of full remote learning during the months of March through May of 2020. This shutdown from in-person to remote learning was negatively impactful on student achievement/progress (learning loss) as was determined through various testing batteries. Among the most negatively impacted populations were our elementary grade level students and our at-risk students in grades PreK - 12. As a district, we had to invest a larger amount of money for PPE's, COVID-19 protocol resources, technology to provide remote learning opportunities for students, increase in staff payroll, additional cost in providing air quality in old buildings, and various "other" COVID-19 related expenses. Although our district has provided in-person instruction since the beginning of the current 2020-21 school year, we also provided full-time remote learning options for approximately 9% of our Prek-8 students, 22% of hs, and have provided temporary remote learning for students who were quarantined from school due to COVID-19 exposure. To date, our district has had 1,223 students in COVID-19 isolation (123 tested positive, 1,100 quarantined), or 76% of the student enrollment headcount. In addition, we had 88 staff members in COVID-19 isolation (35 tested positive, 53 quarantined), or 45% of our staff headcount. As a result, this has negatively impacted the academic and social/emotional success of our students and staff in the district. Moving forward, we need to address these issues and address preventative measures.

Does the district have remaining ESSER I funding that it has not yet spent as of	No
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the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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 506 will utilize ESSER II funds to offset the negative impact of the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federally authorized uses of ESSER II funds. At this point, our district is requesting approval of 100% of our \$1,298,287.00 allocation.

Below is the breakdown of our proposed ESSER II budget, the authorized use number for justification, and the requested dollar percentage of requested allocation.

9. Purchasing educational technology for the LEA's students: Student Devices- (35%)
10. Purchasing educational technology for the LEA's students: Communication Tools- (1.8%)
11. Purchasing educational technology for the LEA's students: Improve Network- (0.0092%)
12. Addressing learning loss among students, including vulnerable populations- (3.7%)
13. Planning for and coordinating during long-term closures- (0.0036)
14. Purchasing educational technology for the LEA's students- (0.0058%)
15. Improve indoor air quality in school facilities- (43%)
16. Coordination of COVID-19 preparedness and response efforts: School Nurse- (11%)
17. Purchasing educational technology for the LEA's students- (3.6%)

We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning opportunities for students, provide additional technology staff to implement the technology, and replace equipment damaged when students took devices home during mandated quarantines and school closings.

We are allocating the second-largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in our high school.

Our remaining ESSER II funds will address health services, student learning loss, the purchase of learning software

Our proposal to use ESSER II funding involved input from all staff in the district and the USD 506 Board of Education.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Educational Technology: The impact will be determined if our technology acquisitions allow for better connectivity for remote learners, better utilization of instruction for proper student spacing, and allows us to provide better devices for remote services and instructional resources impacted by COVID. Access to online curriculum, digital textbooks, and digital media during

Audio Visual Equipment: The impact is comprehension and retention due to Covid related learning loss. Media used in the classroom gives the teachers the ability to enhance lessons. Ability to hear and interact with remote and in-person students.

Help Desk and knowledge base software: We will use the analytics in our ticketing system to determine parent and family support needs.

Indoor Air Quality: Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | John Wyrick

Date | 05/13/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
506	Labette County	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
506-1-001-20210608	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks/I-Pads/Laptops - Maintaining a Chromebook or student device for every student ensures they are given the same opportunity for learning and enhancing their education. Having devices on hand to check out to students in the event they have to quarantine enables them to continue to learn. They can use these devices to stay connected to their teacher and classmates via email, video conferencing and other platforms. It prevents learning loss by allowing students to continue their education even if their environment changes. Covid has taught us that we are more dependent now than ever before on utilizing technology. Devices are not just a small part of enhancing education but rather essential tools for teachers and students.	\$ 450,000	\$ -	\$ 150,000	\$ 150,000	\$ 150,000	7	Number of devises requested: Applicant responded via email (5/20/21): USD 506 will purchase 1,125 student devices starting in Fiscal Year 2022 and through the Fiscal Year 2024; through the pandemic, our staff and administrators have been introduced to other sources of digital applications that are not best supported by Chromebooks. We have found that other devices, such as I pads and MacBooks better support these applications that are used to close the learning gap (loss) our students have encountered due to not being in the classroom on a daily basis. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

506-1-002-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	VOIP System - Voip phones allow easy communication between classrooms and buildings. We have five grade schools and a highschool spread out over rural areas where not all students have access to high speed internet. There have been occasions where our students have had to call in to participate with remote learning due to lack of internet access. Teachers have had to use their personal cell phones to have calls with students. These voip phones would equip classrooms with phone systems that allow students and staff to communicate. The district explored other options as means to provide educational opportunities for students such as hotspots and cell phones but at the end of our research the voip system was the best option to provide communication in conjunction with other methods in place in the district.	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	7	Number of devices requested; Applicant responded via email: USD 506 will equip each teacher's classroom with an updated phone system. We are looking at purchasing approximately 105 phones. To improve parent and teacher communication. The need for communication increased during the pandemic. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
506-1-003-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Networking Harware and components - Improvements to our networking infrastructure will include adding/replacing network switches, adding more access points, adding networking components capable of faster speeds, and running new ethernet drops . All of this will contribute to a stronger and faster network that will support remote learning initiatives and allow students and teachers to stay connected reliably even if the student has to quarantine or learn from home.	\$ 11,979	\$ -	\$ 11,979	\$ -	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

506-1-004-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	12. Addressing learning loss among students, including vulnerable populations	Powerschool SIS- Using student information system to track attendance and increase engagement of virtual and/or remote students. While one-way messages have been so important in sharing information, our tracking of students would not have been possible without the ability to get responses from parents. This has been an important aspect of our reopening protocol and essential to slowing and stopping the spread of the virus. Powerschool allowed our district personnel a way to track student attendance and communicate with parents about their well-being in realtime.	\$ 47,427	\$ 15,007	\$ 15,210	\$ 17,210	\$ -	7	<p>New or pre-existing system; Applicant responded via email: Our district is utilizing new features that are available on Powerschool to meet the needs our students are facing due to Covid-19. For example, we realized that there are different options for coding student data as it pertains to health-related issues that were used for the first time during this school year. Also, the student and family portal was promoted and used more this year than in previous years. Our administration and staff knew that we had to improve student accountability and help teachers communicate with the right people in less time with convenient access to grades, progress, and responsibilities. Our technology department made a more concerted effort to work with staff to promote and utilize the PowerSchool Mobile app and the online parent and student portal.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>
506-1-005-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Utilize learning management tools to provide online curriculum, communication, and online learning environment SOCS (Simplified Online Communication System). Allow students and families a way to utilize online tools to have two-way communication with the teacher and building(s) during times school is not in session. With the coronavirus, real-time communication has been critical to keep both staff and parents informed about evolving protocols and any cases of the virus in a school, along with basic information about other important happenings, like when grades will be released, changes to school routines, and other important protocols related to learning.	\$ 4,678	\$ 4,678	\$ -	\$ -	\$ -	7	<p>New or pre-existing system: Applicant responded via email: Some of the features our staff, students, and patrons used during this time included the use of widgets, paperless forms, surveys/polls, social media feeds, and as a place to host links to learning platforms used by students when they are not in the physical building.</p> <p>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</p>

506-1-006-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Illuminate: Fastbridge Testing will enable and equip our district and staff by providing them with the tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we have faced and will continue to face during these unprecedented times.	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	7	
506-1-007-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Heating and Cooling System	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Update and Replace HVAC System- Purchase HVAC registers and replace the Loop System at the campus of Labette County High School. The current registers and Loop System were installed when the administration building was built in the mid-1950s. Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters. Several studies have shown that by doing what we have identified will improve air quality in our buildings by significantly changing heating, ventilation, and air-conditioning (HVAC) systems or by making physical changes to manage indoor airflows. Our buildings were built with old or inflexible systems, our technicians have recommended for us to upgrade our HVAC hardware to include: replacing fixed-speed fan motors with variable-speed ones to enhance the control of airflow and allow for a minimum setting that produces lower speed airflow introducing sophisticated airflow-control systems, such as those that are sensitive to pressure, to allow for smoother adjustment of airflows.	\$ 562,500	\$ 337,500	\$ 225,000	\$ -	\$ -	7	Allowable if CDC guidelines are met

506-1-008-20210608	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Labette County Health and CHCSEK Nursing Services- Our district contracted with both entitiest to porvide additional nursing services to our district during this past school year. We plan on continuing these services during the upcoming school years. School nurses played an important role in supporting student health and success. Our school nurses and other healthcare personnel played an important role in the reopening of USD 506 schools and keeping them open during the COVID-19 pandemic. One of the biggest changes for school nurses in the past year has been the amount of time they spent consulting with and educating families by phone instead of the traditional hands-on time taking care of children. Some of their time was spent finding out which students were absent because of symptoms, which had been tested, who was in quarantine because of close contact, and more.	\$ 143,403	\$ 30,126	\$ 45,000	\$ 45,000	\$ 23,277	7	
506-1-009-20210608	Eligible	Direct Allocation	Instruction	Technology - Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	GoGuardian software gives teachers the ability to have better control over their classroom. They can ensure students are on task, communicate with students, and have insight into what students are accessing during class time. Additionally, they can communicate with students through the program which is especially important for remote learning. This software also allows us to enact filters that ensure our students are utilizing the internet responsibly. It also allows us to track our Chromebooks which is essential as we are assigning them to students and students are taking them home to work remotely.	\$ 46,800	\$ 15,600	\$ 15,600	\$ 15,600	\$ -	7	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

Kansas CommonApp (2020)

1603-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



bAxqoLRI

508_Baxter Springs_ESSER II Plan_0505

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 508

Applicant / Mailing Address

| 1108 Military Ave
| Baxter Springs, KS 66713

Applicant / First and Last Name of Owner, CEO, or Executive Director | David Pendergraft

Applicant / Email Address of Owner, CEO, or Executive Director | penderd@usd508.org

Applicant / Phone Number | 620-856-2375

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Baxter Springs

District Number | 508

Mailing Address Street Address	1108 Military Ave
Mailing Address City	Baxter Springs
Mailing Address Zip Code	66713
Authorized Representative of the District Name	David Pendergraft
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	penderd@usd508.org
Authorized Representative of the District Phone Number	+16208562375
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	oakesc@usd508.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have seen a large reduction in credits earned at the high school for students who chose to switch their learning instruction model from face-to-face to our virtual program. We did note that we had a large percentage of Free Lunch students choose to enroll in our virtual program (over 90%) as opposed to opt for regular face-to-face instruction (76 out of 82). Historically, we have had a small group of students enrolled in our virtual program with a high percentage of them obtaining their diploma. The first semester saw a drastic reduction in credits earned by those virtual students. Extended school year and after-school opportunities will be necessary over the next few years to get these students caught up with their cohorts. We haven't been able to determine the full extent of the learning loss for our full time remote students at the elementary level simply because we still do not have those students in school day to day yet (around 30 in grades K-6). Those students may be completing assignments, but it is difficult to determine how much support they needed and also what other social skills have been hindered due to limited access to other students. Extended year plans for those students will be vital in making those determinations on what additional supports will be needed.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical

Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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 508 will address learning loss and other impacts of the Coronavirus to the district thru extended year and extended day programs along with a new social emotional curriculum. Students who have chosen a remote learning environment for the 2020-21 school year have not progressed as those who chose face to face. Virtual and remote students did not progress as well as those face to face. An additional Reading Specialist for grades 7-12 will be hired to work with students using Really Great Reading as a guide. Additional technology will be purchased for classroom use by staff and to send home with students to help provide extend time for students who need it most and to provide for remote instruction if outbreaks occur within the district. Summer school opportunities will be offered in each building. New heating and air units will also be installed to help maximize the benefits of the i-wave technology purchased for all air ducts in the system. Replacing old carpet that becomes difficult to sanitize properly with new small carpet tiles allow for better cleaning and also allows for removing small sections of contaminated areas without having to replace the entire room. We will also continue the employment of a Medical Assistant. The district will also use Panorama to help track data on SEL. We are hoping this can also help with additional interventions for students during distance learning as well.

After school tutoring will be provided in each building.

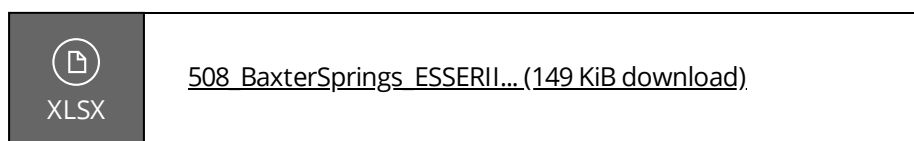
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We're hoping to help students at the HS level in their credit recovery and help maintain a 90% or better graduation rate. We will also progress monitor all of our students in K-12 in the subject of reading with the new district wide implementation of Really Great Reading. Using our Title teachers and newly formed Reading Intervention Specialist at the HS we will benchmark our students consistently to be able to show improvements in that area. Currently, we use the Second Step curriculum for our elementary students, which has been great foundational skills for SEL, but counselors feel it lacks in the tracking of student progress. The combined curriculum of Panorama in the K-12 setting will help us accurately gauge the SEL needs in our schools. Panorama will also allow us to input MTSS Reading and Math scores, which will help teachers and admins in the SIT process for students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



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

| Carrie Oakes

Date

| 05/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
508	Baxter Springs	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
508-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School/Credit Recovery/Enrichment Activities for Middle School and High School. (4 teachers x 3 hours/day x \$35/hour x 32 days)	\$ 14,468	\$ 14,468	\$ -	\$ -	\$ -	96100	Approximately 70 to 80 students invited to attend credit recovery while in remote learning due to COVID 19. (Phone Call 5/10/21)
508-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school program for Grades K-6. (10 teachers x 4.5 hours/day x \$35/hour x 23 days)	\$ 38,996	\$ 38,996	\$ -	\$ -	\$ -	96100	
508-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Reading Intervention Specialist in charge of Reading MTSS for Grades 7-12.	\$ 145,464	\$ 72,732	\$ 72,732	\$ -	\$ -	96100	Includes health, social security, etc. Hiring to address learning loss in students grades 7-12 (Phone Call, 5/10/21)
508-1-004-20210608	Eligible	Direct Allocation	Instruction	Equipment	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading Curriculum, grades K-12, for MTSS.	\$ 27,364	\$ 27,364	\$ -	\$ -	\$ -	96161	Reading curriculum to address learning loss caused by COVID (Phone Call, 5/10/21)

508-1-005-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	To maximize the consistency of students being able to access educational resources and instructional support during the school day and from home and to minimize the impact of learning loss due to the COVID-19 pandemic, we need to replace some of our outdated and inefficient instructional technology for students by acquiring 400 ipads, 400 covers, and 8 charging stations.	\$ 137,050	\$ 137,050	\$ -	\$ -	\$ -	96161	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-006-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Two computer specialist staff will work an additional 5 days each to set up additional technology.	\$ 3,410	\$ 3,410	\$ -	\$ -	\$ -	96100	

508-1-007-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Nurse's Medical Assistant to help with sick students, general paperwork, contact tracing and updating daily dashboard for the district.	\$ 48,468	\$ 48,468	\$ -	\$ -	\$ -	96100	
508-1-008-20210608	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	District wide summer institute professional development for Really Great Reading (all staff, including support). Two days training, \$200/day.	\$ 51,672	\$ 51,672	\$ -	\$ -	\$ -	96130	New curriculum to address reading learning loss caused by COVID. Teacher PD days for new curriculum (Phone call 5/10/21)
508-1-009-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Replacement of 20 old HVAC units within the district to help utilize the iWave technology.	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	96162	Capital Improvement. Allowable if CDC guidelines are met.

508-1-010-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Replace old carpet in rooms that are difficult to sanitize properly and replace with individual carpet tiles.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	96162	Capital improvement, replacing carpet with carpet squares for easier cleaning and sanitizing (Phone call 5/10/21)
508-1-011-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Platforms for communication and distance learning needed for remote students. This includes Seesaw (K-6) and Canvas (7-12).	\$ 26,000	\$ 13,000	\$ 13,000	\$ -	\$ -	96161	Platforms used to sustain communication with parents and students (Phone call 5/10/21). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-012-20210608	Eligible	Direct Allocation	Instruction	Equipment	10. Providing mental health services and supports	Social Emotional Curriculum learning platform provided by Panorama.	\$ 24,800	\$ 12,400	\$ 12,400	\$ -	\$ -	96161	Need to address social emotional concerns caused by COVID (phone call 5/10/21)

508-1-013-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We need to obtain a Zoom subscription to have the ability to meet remotely in large groups such as teacher meetings, board meetings, parent meetings and general classroom education due to COVID-19.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	96161	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-014-20210608	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies and PPE.	\$ 40,500	\$ 40,500	\$ -	\$ -	\$ -	96162	Cleaning Supplies for Two years (email 5/11/2021)
508-1-015-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program to address learning loss- Two teachers per building, 1 hour/day, \$35/hour, 120 days	\$ 36,170	\$ 36,170	\$ -	\$ -	\$ -	96100	Account name updated per district request
508-1-016-20210608	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Rental of portable staging to provide graduation ceremonies outside for social distancing.	\$ 1,928	\$ 1,928	\$ -	\$ -	\$ -	96160	

508-1-017-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school program for Grades K-6. (4 paras x 4.5 hours/day x \$25/hour x 23 days)	\$ 11,142	\$ 11,142	\$ -	\$ -	\$ -	96131	
508-1-018-20210608	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We need to acquire fifty-two 70-inch smart high-definition televisions to directly address and maximize student engagement and viewability for all students. Additionally, these televisions have a clearer, sharper, and better picture to maximize engagement and learning for when teachers provide instruction remotely for any student who is quarantined due to exposure to COVID-19.	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	96161	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
508-1-019-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School elementary administrator for grades K-6. (1 administrator x 5 hours/day x \$45/hour x 23 days)	\$ 5,571	\$ 5,571	\$ -	\$ -	\$ -	96100	
508-1-020-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Secondary administrator for grades 7-12 (1 administrator x 6.5 hours/day x \$45/hour x 32 days)	\$ 10,076	\$ 10,076	\$ -	\$ -	\$ -	96100	

508-1-021-20210608	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Supplies necessary for weekly themes for each grade level to provide summer school enrichment opportunities. We are seeing an increase in summer school enrollment due to COVID-19.	\$ 2,100	\$ 2,100	\$ -	\$ -	\$ -	96160	
508-1-022-20210608	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Mileage for Summer School Bus Routes (Bus: 35 miles x \$2.75 x 23 days, Suburban: 30 days x \$2.25 x 23 days) This is covering the fuel and maintenance of vehicles used for summer school programs.	\$ 8,366	\$ 8,366	\$ -	\$ -	\$ -	96132	
508-1-023-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salaries (Driver 1: 4 hr/day x 23 days, Driver 2: 3.5 hr/day x 23 days, Driver 3: 6 hr day x 23 days) This is for drivers to pick up and deliver students and to help deliver meals to area students in need due to COVID-19	\$ 8,357	\$ 8,357	\$ -	\$ -	\$ -	96120	

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced-Price Lunch	Total Direct and True Up Allocation	Previously Eligible	Net Change in Requests	Total Requested (Cumulative)	% Requested of Total Allocation	Total Eligible (Cumulative)	% Eligible of Total Requested	Eligible Value Per Student
1	290	Ottawa	2,268	52%	\$ 1,569,755	\$ 1,568,000	\$ (100,000)	\$ 1,468,000	94%	\$ 1,468,000	100%	\$ 647
2	343	Perry Public Schools	747	35%	\$ 324,882	\$ 241,318	\$ 62,259	\$ 303,577	93%	\$ 303,577	100%	\$ 406
3	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	\$ (69,686)	\$ 182,230	71%	\$ 182,230	100%	\$ 287
4	405	Lyons	749	71%	\$ 757,981	\$ 757,981	\$ -	\$ 757,981	100%	\$ 757,981	100%	\$ 1,012
Total			4,400	50%	\$ 2,908,058	\$ 2,819,216	\$ (107,428)	\$ 2,711,788	93%	\$ 2,711,788	100%	\$ 616

ESSER II Change Request

USD	District Name	Data as of
290	Ottawa	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
290-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Provide summer professional development for staff to address a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to address the learning loss of our students during this pandemic.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	Change request: new line-item
290-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of staff members to work as instruction interventionists within the day to work with math instruction similar to our title reading staff	\$ 250,000	\$ 250,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	Change request: new line-item
290-1-003-20210608	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We would like to purchase touch screen chromebooks for our students to help with intervention especially at home. Our intention is to use digital resources to provide access to parents to help continue learning at home through this digital platform with specific intervention correlated with their child's needs.	\$ 500,000	\$ 500,000	\$ -	\$ -	\$ -	16 E 1000 700 0017 717	Change request: new line-item

290-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Providing an additional 20 minutes to the school day specific to math intervention due to instructional loss because of COVID for all students.	\$ -	\$ -	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	Change request: removal of previously approved line-item 290-1-001 (\$900,000 value)
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ESSER II Change Request

USD	District Name	Data as of
343	Perry Public Schools	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
343-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We added two staff members to help coordinate with classroom teachers, counselors, social workers, and administrators to ensure a higher level of student success. Salaries of these two staff members were paid with SPARK funding, which ended in December of 2020. I would like to use ESSER II funds to cover the salary for these two teachers for through the end of the 20-21 year.. (The last salary paid on Aug 20th payroll.) K-6 Staff 1: \$33,573.36 salary, \$2,685.87 FICA, \$3,798.08 insurance. (\$40,057.31). 7-12 Staff 1: \$18,935.00 salary, \$1,842.12 FICA, \$1,424.28 insurance. (\$22,201.40)	\$ 62,259	\$ 62,259	\$ -	\$ -	\$ -	96095	Change request: new line-item

ESSER II Change Request

USD	District Name	Data as of
396	Douglass Public Sch	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
396-1-001-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Currently, Federal (Title) Funds assist the district in providing MTSS support at the primary level in our elementary school. Due to the loss of instruction and pressure in learning environments, we are wanting to add a MTSS position to our MS/HS staff. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students' success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level.	\$ 60,000	\$ 60,000	\$ -	\$ -	\$ -	95	Change request: cost reduced from \$131,724.80 to \$60K given reduction from two to one MTSS position for previously approved line-item 396-1-001

396-1-002-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, the district will be hiring three (3) MTSS paraeducators to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students.	\$ 39,398	\$ 39,398	\$ -	\$ -	\$ -	95	Change request: cost reduced from \$54,329.46 to \$39,398.40 for previously approved line-item 396-1-002
396-1-003-20210608	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Kindergarten roundup generated a high number of students coming into the 2021-22 school year. In response the district is hiring a certified staff member to add an additional class to reduce the number of students/staff in each classroom, which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	95	Change request: cost reduced from \$65,862.40 to \$50K for previously approved line-item 396-1-003
396-1-004-20210608	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	To reduce class size and assist in spreading out students, 2 paraeducators will be added to our fifth grade classrooms.	\$ 32,832	\$ 32,832	\$ -	\$ -	\$ -	95	Change request: new line-item

ESSER II Change Request

USD	District Name	Data as of
405	Lyons	June 1, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
405-1-001-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	certified salaries for summer school program	\$ 35,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	07E10001 12000026 1	26 teachers Summer School (Phone Call, 4/23/2021). Change request: reduce cost from \$40k to \$35k for previously approved line-item 405-1-005
405-1-002-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	classified salaries for summer school program	\$ 35,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	07E10001 20000026 1	15 paras Summer school (Phone Call, 4/23/2021). Change request: reduce cost from \$40k to \$35k for previously approved line-item 405-1-006
405-1-003-20210608	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	substitute teacher salaries for staff quarantined/absent	\$ 76,000	\$ 44,000	\$ 22,000	\$ 10,000	\$ -	07E10001 15000026 1	Change request: reduce cost from \$86k to \$76k for previously approved line-item 405-1-007

405-1-004-20210608	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	salary to add a paraeducator to support reading and math interventions	\$ 14,000		\$ 14,000			07E10001 22000026 1	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.
405-1-005-20210608	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	: defined fringe for additional para to support reading and math interventions	\$ 4,800		\$ 4,800			07E10001 22210002 61	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.

405-1-006-20210608	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA/FICM for para to support reading and math interventions	\$ 1,071		\$ 1,071			07E10001 22220026 1	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.
405-1-007-20210608	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment for para to support reading and math interventions	\$ 129		\$ 129			07E10001 22250026 1	Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.