

May 7th Task Force Meeting Pre-Read Materials


Dear Task Force members,

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

Draft - Preliminary

Proposed agenda for 5/7 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	EANS I Reconsideration: status update
3:15 to 3:30pm	EANS I Reconsideration: Summary & discussion of requests deemed eligible by KSDE
3:30 to 4:00pm	EANS I Reconsideration: Discussion of requests deemed ineligible by KSDE
4:00 to 4:05pm	EANS I Reconsideration: Vote to recommend request slate to KSBOE
4:05 to 4:15pm	ESSER II: Application status update
4:15 to 4:30pm	ESSER II: Summary & discussion of requests deemed eligible by KSDE
4:30 to 4:45pm	ESSER II: Discussion of requests deemed ineligible by KSDE
4:45 to 4:50pm	ESSER II: Vote to recommend application slate to KSBOE
4:50 to 5:00pm	Next steps and plan for 5/14 Task Force meeting

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Update on EANS I reconsideration process

As you know, the Task Force completed its review of 72 initial EANS I applications and submitted its recommendations to the State Board for final approval of \$21.6M in requests (out of a total KS EANS I allocation of \$26.7M), which were approved at the State Board special meeting on April 19. KSDE then launched a reconsideration process for schools to resubmit any individual requests that were initially deemed ineligible along with additional information and/or rationale for reconsideration. The reconsideration process, which closed on April 27th, received 115 requests from 36 schools with a total of \$2.3M in value.

Of these 115 reconsideration requests, 78 (68%) have been deemed eligible by KSDE staff, with an estimated total value of \$1.3M. This would bring the total value of all eligible EANS I requests (including the initial round) to \$23.0M. A total of 37 (32%) individual requests were deemed ineligible by KSDE, representing an estimated value of \$1.0M (43%) out of the estimated \$2.3M value of total requests.

The most common categories of requests deemed ineligible include:

- Requests for instructional technology that are unnecessary and/or unreasonable
- Personnel requests that do not map to an allowable use or do not demonstrate reasonableness of personnel type vs. responsibilities
- Requests for technology for remote/hybrid learning that do not adequately map to current/expected remote learning students

During the Task Force meeting, we will walk through each category of ineligible requests to ensure Task Force alignment and answer any questions.

Update on Heritage Christian Academy

As you may recall, Heritage Christian Academy (Building #0276) initially submitted an EANS I application in which the requests for products and services, including service center menu items, reimbursements, and other requests, were not submitted properly. KSDE staff followed up with the school but the school was not able to adjust its application within the tight time frame. The school's personnel requests were evaluated and deemed eligible, but the remaining requests were recommended as ineligible at that time. The school was allowed to resubmit the remainder of its application concurrently with the reconsideration process, and it submitted 77 requests totaling \$26K in value. KSDE staff has reviewed these requests, and recommends deeming 75 of the 77 requests eligible, for a total value of \$25K; 2 requests were deemed ineligible, with a total value of \$1K. These requests are also included in the pre-read materials and will be discussed at Friday's meeting.

Review of ESSER II application process timeline

The ESSER II application process was launched on March 24th and is a rolling process unlike EANS. KSDE begins review of applications in the order they are submitted, with completion timing depending on the complexity of the application and any follow-up required with the district. The KSDE review team has been hard at work reviewing applications, following up with districts as needed for clarification of requests and to inform them of requests deemed ineligible.

Once a district's application is approved by the State Board, 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 applications that have been received but not fully reviewed to date will be deferred to the next batch, which will be reviewed in future Task Force meetings in preparation for the June 8-9 State Board meeting.

ESSER II application process update

As discussed last week, the goal has been for the Task Force to make its recommendations regarding applications submitted by April 23rd (49 in total) to the State Board for final approval at its next meeting on May 11th. At the previous Task Force meeting on April 30th we reviewed the first 20 applications, and at this meeting we will review the remaining 29. Moreover, KSDE

has also been able to review an additional 6 applications that were submitted between April 24th-29th in time 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 35 and the total batch for the State Board to 55. The 35 applications being presented this week represent 58K students and include 625 individual line items, all but one of which have been recommended as eligible by KSDE. The total value of eligible requests is \$24.4M, which is almost 100% of what was requested and 86% of the total non-SPED allocations for the 35 districts in question.

In contrast to the EANS requests, ESSER applications include a much smaller number of requests deemed ineligible by KSDE. There are several reasons for this:

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

Implications and plan for this week’s materials and meeting

This week’s Task Force meeting will be split into two parts. The first part will focus on the EANS reconsideration process, including both the 115 reconsideration requests as well as the revised application from Heritage Christian. This will culminate in a vote by the Task Force to send a complete slate of EANS reconsideration request recommendations to the State Board in advance of its May 11th meeting.

The second part of the Task Force meeting will focus on the 35 applications that have been reviewed by KSDE but not yet reviewed by the Task Force. At the end of this section the Task Force will vote to send a slate of ESSER II application recommendations (including the 35 applications being discussed this week as well as the 20 discussed last week) to the State Board in advance of its May 11th meeting.

Items Included in this Packet:

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

- EANS I reconsideration request summary spreadsheet
- Detailed reconsideration requests by school, including KSDE recommendations
- Summary of ESSER II applications and requests included in this pre-read
- Detailed view of 35 reviewed applications, including a compiled list of all requests with KSDE eligibility recommendation by application

As a reminder, in the meeting we will review applications and requests deemed eligible at a summary level. If there is a specific application or request you would like addressed in the Task Force meeting, please email EANS@ksde.org or ESSER@ksde.org no later than Thursday at 4pm so information for the school or district in question can be included in the presentation materials.

MINUTES



Commissioner's Task Force on ESSER II and EANS Distribution of Money

Friday, April 30th

CALL TO ORDER

(00:00:42)

Chairman Porter called the weekly meeting of the Commissioner's Task Force to order at 3:00p.m. on Friday, April 30th.

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

APPROVAL OF AGENDA

(00:00:57)

Bert Lewis made a motion to approve the agenda for the April 30th meeting (with flexibility), and Adam Thomas had seconded it. Motion carried (19-0).

ATTENDANCE:

The following Task Force members attended by video conference:

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

APPROVAL OF APRIL 23rd MINUTES

(00:01:39)

Jason Winbolt made a motion to approve of the April 23rd minutes, and Adam Thomas had seconded it. Motion carried (19-0).

STATUS UPDATE ON EANS I RECONSIDERATION PROCESSES – Tate Toedman

(00:02:12)

Tate provided the Task Force members with an update on the EANS I reconsideration process which consisted of the following information -

The EANS I Reconsideration form was closed as of Tuesday, April 27th.

- In which, 37 schools participated in the reconsideration process.
- Schools submitted 196 requests with \$2.6 million in value (includes 81 requests previously not reviewed from Heritage Christian).

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

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

Of the 72 EANS applicants, 37 submitted 196 reconsideration requests, totaling to \$2.6 million. Some of the categories for the reconsideration requests include technology, personnel, sanitization, SEL & mental health, etc.

ESSER II APPLICATION STATUS UPDATE – Doug Boline

(00:13:00)

Doug shifted the focus of today's meeting from EANS I to ESSER II, and he began this portion of the meeting by stating the total amount of ESSER II applications that have been submitted, and as of 6:00 p.m. on April 29th, there were a total of 77 applications. He then mentioned that there is a significant time investment required for each review. To help districts with the ESSER II application process, KSDE staff have provided the following resources to districts:

- Live online training session (recorded and posted)
- Office hours are being scheduled to ESSER II related questions
- Submission template with detailed explanations
- FAQ document posted online
- Allowable use examples document posted online
- ESSER email address is monitored daily; all district questions are addressed in a timely manner.
- Follow-up with districts after submission of application

Doug mentioned that the Task Force was provided with 20 ESSER II applications in this week's pre-read material; and the goal is to have a total of 49 applications reviewed, and given to the Task Force by Friday, May 7th to recommend to the Kansas State Board of Education during their May 11th and 12th Board meeting.

He then mentioned that a total of 3 percent (\$10.1 million) of ESSER II allocations have been reviewed by KSDE (as of 6:00 p.m. on April 29th). A few of the allowable categories KSDE is seeing requests in are indoor air quality, learning loss, summer learning, mental health, sanitation, etc. Doug discussed what today's meeting will look like, and it will primarily focus on \$10 million of requests from 20 school districts. The specific procedures he stated were:

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

All reviewed ESSER II applications will be voted on by the Task Force on next Friday, May 7th.

SUMMARY & DISCUSSION OF REQUESTS DEEMED ELIGIBLE BY KSDE – Doug Boline

(00:18:40)

Doug mentioned to the Task Force that at this time, all planned expenditures for ESSER II is 100% recommended as eligible. As of April 29th, 2021, at 6:00 p.m., there have been \$10.1 million requested through the ESSER II application, and some of the categories the funds were requested under were air quality, learning loss, summer learning, mental health, etc. The average eligible requests per district (so far) is \$507K, and per student is \$579.

He then discussed that the majority of eligible requests are towards instruction, with a significant investment in support services. Based on district reporting, the function code categorization is displayed as:

- Instruction - \$6.0 million
- Support Services - \$3.8 million
- Facilities acquisition and construction - \$0.3 million
- Operation of non-instruction services - \$0.1 million

Next, Doug went through a breakdown the two categories of eligible requests that the majority of funds were requested in, which were instruction, and support services.

- Instruction - \$6.0 million; requests include learning loss, summer learning, education technology, remote learning needs, sanitization, etc.
- Support Services - \$3.8 million; requests include indoor air quality, mental health, facility repairs, sanitization, etc.

Doug presented a recap of the key differences between ESSER II and EANS I; which consisted of the following information:

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

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

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

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

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

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

According to the slide deck provided, please note that ESSER II does have timing requirements for awarding funds to districts (January 2022), and district obligation of funds (September 2023), but not the 30-day application launch or response time deadlines that the private schools experienced with the EANS I application process.

(00:27:35)

Frank Harwood then asked how indoor air quality being placed under the “instruction” and “support services” is seen as eligible. He mentioned that he is not questioning whether air quality is an approved expenditure under the allowable uses for ESSER II funds, but it may be misleading that they are underneath those specific categories. Doug responded that the categories the expenditures are under depend on how the districts system reports the requests. Craig Neuenswander also commented that it will depend on what specific item the district is requesting reimbursement for, as this is where the category will be determined. For example, if the district is requesting reimbursement for a new or upgrading a roof-top air unit, it will not be considered for the category “instruction”, but if the district is requesting reimbursement for portable air purifiers used in classrooms, that may be placed under the category instruction.

Brenda Dietrich asked Doug Boline if the public accountants that audit each school district in the State of Kansas are aware of the processes to properly audit the additional federal funds that have been awarded to school districts throughout the pandemic. Craig Neuenswander commented that during this year's budget workshop, KSDE plans to have quite a few public accountants attend (as they have in the past) and at the workshop, the process in which the federal funds should be audited will be described in detail. Craig added that KSDE has visited with several CPA firms as they are currently auditing the use of ESSER I funds.

(00:32:24)

Doug then briefly covered the key differences with the EANS I and ESSER II program structure and also inform approaches to describing and evaluating requests –

EANS I:

- State is accountable for use of federal funds
- Competitive grant for an unspecified amount per school
- Awards of products, services, and assistance

ESSER II:

- District/State are accountable for use of federal funds
- Set allocation of funds per district
- Awards of funds

EXAMPLES OF REQUESTS REQUIRING KSDE FOLLOW-UP WITH DISTRICTS – Doug Boline

(00:36:56)

Doug Boline mentioned that there are requests requiring KSDE to follow-up for more information before they are deemed eligible. Two examples of these requests are shown below.

Example A:

Request from District: NWEA – MAP Assessment Tool. We had planned to drop this, but want to continue if covered by ESSER II.

Rationale for Follow-Up: The request does not adequately articulate an incremental COVID need, particularly in light of additional assessment software recommended as eligible within their ESSER II plan.

Example B:

Request from District: Additional measures for preventing COVID spread by improving air quality – asbestos removal of outdated ceiling tiles.

Rationale for Follow-Up: Asbestos removal is not among CDC guidelines for improving air quality in relation to COVID-19.

STATUS UPDATE ON ESSER I REPORTING – Doug Boline

(00:39:04)

Doug stated that there have been 285 ESSER I reports turned into KSDE (out of 291; 286 school districts and 5 Interlocals). The remaining reports are expected to be turned into KSDE sometime this week. If districts and interlocals do not have their reports submitted by Friday, April 30th, then they will have federal funds withheld until the reports are submitted.

Preliminary numbers from the first 274 reports with expenditures shows that districts and interlocals have spent at least \$59 million out of the \$84 million ESSER I allocation through March 31st.

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

According to the slide deck provided, please note that the numbers are preliminary estimates and are expected to change as reports are received and scanned by KSDE.

Once reports are screened for completion, additional details will be shared with the Task Force.

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

NEXT STEPS AND PLAN FOR MAY 7TH TASK FORCE MEETING – Doug Boline

(00:40:56)

Lastly, Doug covered the next steps for the Task Force members to anticipate for the May 7th meeting, and the details included:

- KSDE to incorporate any approved Task Force changes to eligibility determinations

- KSDE to incorporate review of next batch applications, following up with districts as appropriate
- Pre-read of reviewed application for Task Force will be provided on Wednesday, May 5th. KSDE to prepare materials for next week's Task Force meeting on Friday, May 7th.
- Next Task Force meeting will be focused on reviewing and voting on the first batch of ESSER II applications as well as 200 EANS reconsideration requests in advance of the Kansas State Board of Education meeting.

ADJOURNMENT - Chairman Porter adjourned the meeting at 3:44pm. The next meeting will occur on Friday, May 7th at 3:00pm.

(00:45:20)



Commissioner's K-12 Relief Funds Task Force


Task Force Meeting
 May 7, 2021

Kansas leads the world in the success of each student.

Agenda for 5/7 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	EANS I Reconsideration: Status update
3:15 to 3:30pm	EANS I Reconsideration: Summary & discussion of requests deemed eligible by KSDE
3:30 to 4:00pm	EANS I Reconsideration: Discussion of requests deemed ineligible by KSDE
4:00 to 4:05pm	EANS I Reconsideration: Vote to recommend request slate to State Board
4:05 to 4:15pm	ESSER II: Application status update
4:15 to 4:30pm	ESSER II: Summary & discussion of requests deemed eligible by KSDE
4:30 to 4:45pm	ESSER II: Discussion of requests deemed ineligible by KSDE
4:45 to 4:50pm	ESSER II: Vote to recommend application slate to State Board
4:50 to 5:00pm	Next steps and plan for upcoming Task Force meetings



EANS I Reconsideration: status update



EANS I status update

EANS I reconsideration request submission took place from April 20-27

- 36 schools submitted 115 reconsideration requests, totaling \$2.3M in value
- Significant KSDE time investment required to review revised descriptions and quantities, compare against original requests and feedback, and review across similar requests to ensure consistency

Majority of requests deemed eligible by KSDE

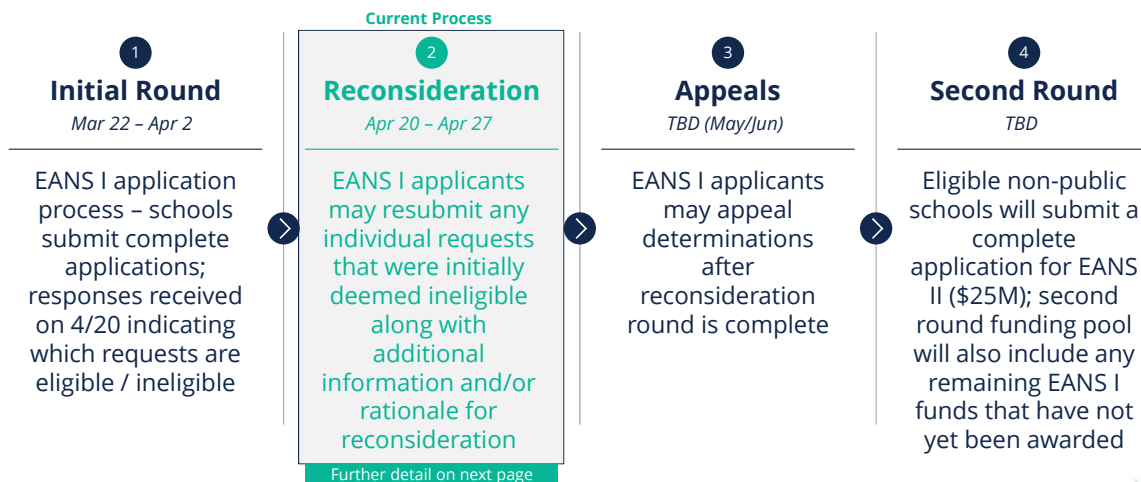
- 57% of reconsideration value (estimated \$1.3M) deemed eligible
- 43% of reconsideration value (estimated \$1.0M) deemed ineligible
- All dollar amounts represent budgeted estimates

Unique circumstances for 1 additional school

- **Heritage Christian Academy** (0276) was invited to complete and resubmit original requests, resulting in 77 additional requests at \$26K in value
- KSDE has deemed 75 of the 77 requests eligible, for a total value of \$25K



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



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

Parameters

School: Must have submitted an EANS I application in the initial round (on/before April 2); new applicants may not participate

Request: Must have been submitted as part of the initial application and must have been deemed ineligible; new requests may not be submitted
Note: requests that do not comply with federal guidelines (e.g. custodial staff, permanent fixtures) cannot be reconsidered

Submission: Must include additional information and/or rationale beyond initial request; school may also reduce quantity requested

Timing: Reconsideration request must be submitted on or before April 27, 2021 to be reconsidered

Process

KSDE will communicate initial State Board decisions to schools and will provide instructions on how to submit request for reconsideration



Schools will submit request(s) for reconsideration along with additional information and/or rationale

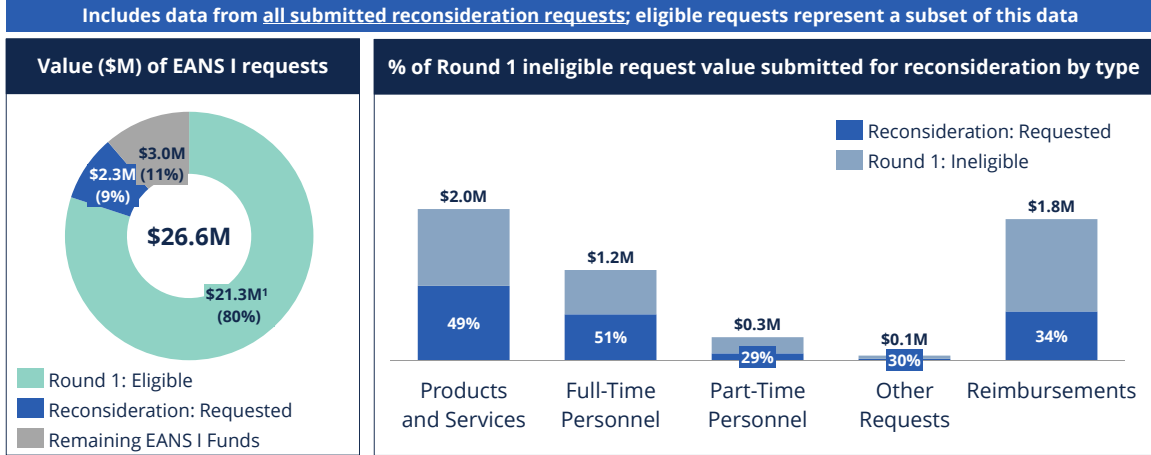


KSDE will evaluate new information and/or rationale provided and recommend requests for approval to Task Force



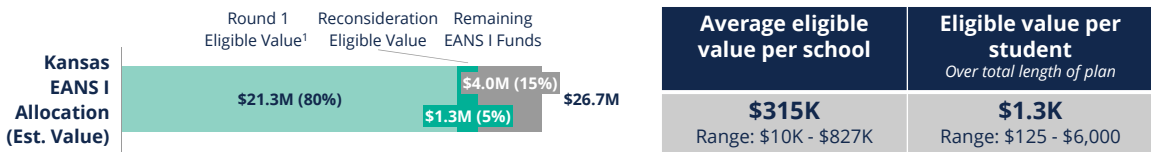
Task Force will vote on KSDE recommendations on May 7 and will recommend slate of approvals to **State Board** for final decision at its May 11 meeting

Reconsideration requests valued at \$2.3M

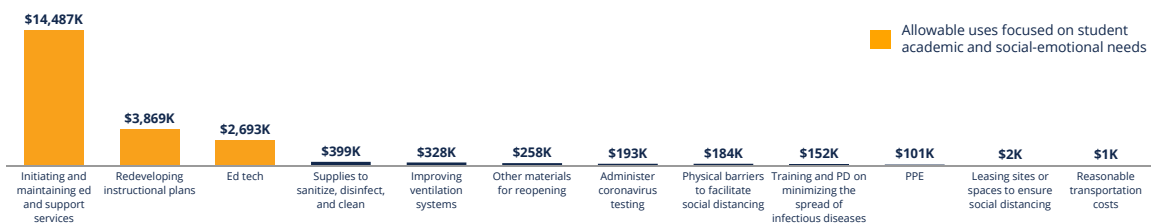


1. Excludes two requests deemed eligible in Round 1 that were also submitted for reconsideration (\$300K); to be covered in subsequent slides

If proposed slate is approved, KS will have awarded 85% of EANS I funds; primary focus on student needs



Total cumulative value of eligible requests by EANS allowable use



1. Only includes requests deemed eligible in Round 1 that were **not** resubmitted for reconsideration; excludes two requests deemed eligible in Round 1 that were also submitted for reconsideration (\$300K); to be covered in subsequent slides

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

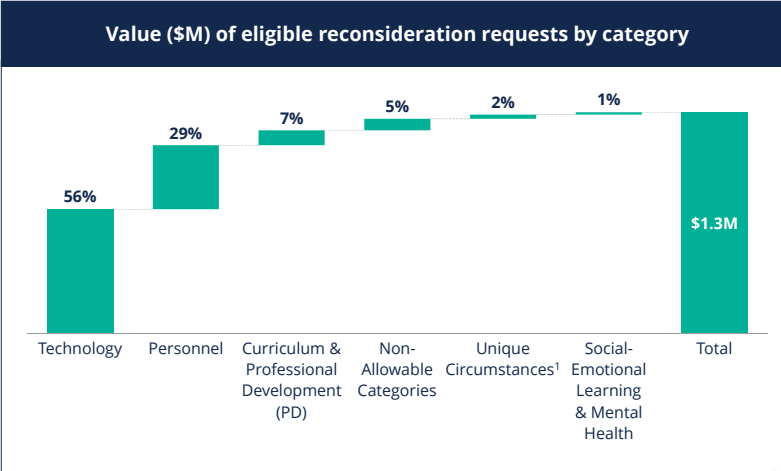
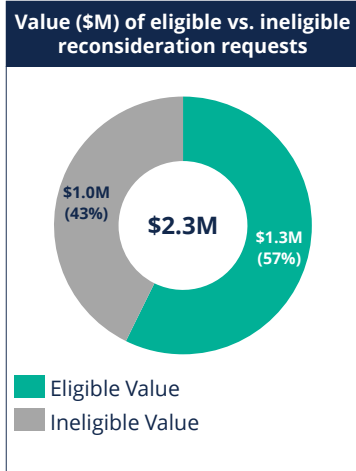
- KSDE staff will present a **summary of reconsideration requests deemed eligible** by KSDE reviewers
- KSDE staff will present **sub-categories of requests deemed ineligible** by KSDE reviewers
- **Task Force members can ask questions and share comments**; if a Task Force member would like to propose a change to a recommendation, the **change would be subject to a majority vote** of the Task Force
- At the end of the section, **the Task Force will vote on final slate of requests** (including any approved changes) to recommend to State Board for final approval



EANS I Reconsideration: Summary & discussion of requests deemed eligible by KSDE



Reconsideration Requests | 57% of requested value was deemed eligible



1. Includes eligible Heritage Christian Academy requests (\$25K)



Eligible requests across categories focus on addressing student learning loss and social-emotional needs

Category	Excerpts from requests deemed eligible
Technology	"Devices needed for continued support of students who have experienced learning loss as incurred from data. Our formative assessment data (ESGI, Dibels) has identified significant learning gaps for some students, and we utilize online programs to bridge those gaps and supplement deficiencies. These chrome books can utilize programs that constantly identify strengths and weaknesses and modify programs due to need. "
Personnel	"A school counselor is imperative in supporting our students with the social and emotional repercussions created by the pandemic. The students would benefit from a program implemented by a school counselor that will provide students with social awareness, emotional intelligence and self-regulation of behavior. "
Curriculum & Professional Development (PD)	"According to NWEA MAP Reports, 60% of our students dropped in percentile placement from Fall 2019 to Fall 2020. We would like to provide professional development to our teachers so they are equipped to provide strategic interventions to address learning loss due to COVID, specifically in the area of Math."
Social-Emotional Learning (SEL) & Mental Health	"At all grade levels we are experiencing students that are anxious, depressed, and not-confident in their ability to navigate through the pandemic. This restorative behavior content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken its toll on emotional needs."

Non-allowable categories and unique circumstances requests will be covered in the following sections



Two personnel requests deemed eligible in Round 1 were submitted with modifications in Reconsideration round

School (Building #)	Original request	Reconsideration: Requested change	KSDE Recommendation
Good Shepherd (9015)	A full-time learning center teacher is essential in providing instruction to help students get back on track due to learning loss during the pandemic. This certified teacher will work with individual students as well as helping teachers plan instruction to meet the needs of all students.	Increase annual rate from \$40k to \$44.2k to match current salary scale for staff member who will fill this position	Eligible
John Paul II Catholic School (9893)	Teacher to support the increase of students in the learning center for extra support that are experiencing learning loss due to remote learning.	Increase annual rate from \$40k to \$49k to match current salary scale for staff member who will fill this position	Eligible

Schools will have additional future opportunities to submit change requests; process will be shared at a later date



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



EANS I Reconsideration: Discussion of requests deemed ineligible by KSDE



Recap | Key EANS limitations that informed ineligibility recommendations



Requests must comply with one of the relevant 12 EANS allowable uses...



...as well as other relevant federal funding guidelines

All expenditures must be **reasonable, necessary, and allocable** (proportional).

Property and equipment may be purchased by the state and shared with the private school to meet their needs, but the **property must then be returned to the state or purchased by the private school at the fair market value**. In order for KSDE to comply with this requirement, **permanent fixtures may not be supported through Kansas EANS funding**.

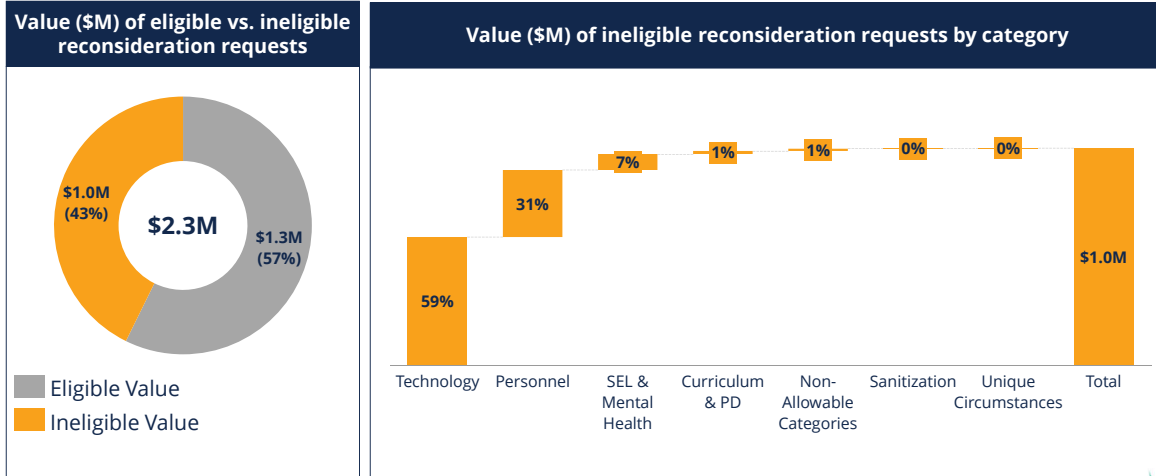
Property and services may **only be provided when required for the stated need**, and generally **not held in anticipation of future need**.

All services and materials must be **secular, neutral, and non-ideological**.

Source: USDE EANS FAQ:
<https://oese.ed.gov/files/2021/03/Final-EANS-FAQ-2.0-3.19.21.pdf>



Reconsideration Requests | 43% of requested value recommended as still ineligible



Ineligible requests by category

Category	Number of ineligible requests	Value of ineligible requests	% of ineligible value
1 Technology	23	\$579K	59%
2 Personnel	3	\$302K	31%
3 SEL and Mental Health	3	\$71K	7%
4 Curriculum and Professional Development	4	\$14K	1%
5 Sanitization	2	\$2K	0.2%
6 Non-Allowable Categories	2	\$10K	1%
7 Unique Circumstances	2	\$1K	0.1%



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Technology | Ineligible requests total \$579K and can be grouped into 5 sub-categories

Recommendation Overview

	# Requests	\$ Value	% Value
Eligible	56	\$737K	56%
Ineligible	23	\$579	44%

49% of the original ineligible value was resubmitted for reconsideration

Principles

- Requests for remote/hybrid learning from majority in-person schools must **identify the subset of students** that will be remote/hybrid in the future and **cannot be for potential future use**
- Requests to address learning loss, social distancing, and cross-contamination must clearly describe how the requested technology will **directly address the stated need**
- Age of technology **alone** is not sufficient rationale
- All requests must be **reasonable in quantity and cost** given the intended use case and stated need

Sub-categories of Ineligible Requests

Sub-category	# of requests	Total \$ amt (K)
Instructional Tech - Unnecessary and Unreasonable	10	307
Unreasonable Quantity or Stated Need	5	199
In-Person School, Remote/Hybrid Request	6	69
Tied to Ineligible Device	1	3
Software & Tech Support Not Related to COVID	1	2
Total	23	579

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Technology | Summary of ineligible sub-categories

Sub-category	# of requests	Total \$ amt (K)	Ineligible Rationale	Types of Requests (Non-Exhaustive)
Instructional Tech - Unnecessary and Unreasonable	10	307	Description does not adequately describe why the instructional tech is necessary to address a COVID need or reasonable given cost vs. impact	Smartboards, document cameras, interactive projectors, touch-screen TV
Unreasonable Quantity or Stated Need	5	199	Requests for devices that do not adequately describe why request and/or quantity is reasonable or necessary	Laser printer to address learning loss, flash drives for social distancing, high computer quantity for Tier 2/3 student interventions
In-Person School, Remote/Hybrid Request	6	69	School has been in person and description does not clearly identify the subset of students who will be remote/hybrid moving forward; property purchased through EANS generally may not be held in anticipation of possible future need	Digital assignment platform, laptops, webcams, iPads
Tied to Ineligible Device	1	3	Accessories tied to a computer request that was deemed ineligible for other reasons	Computer to manage student iPads
Software & Tech Support Not Related to COVID	1	2	Software and technology support are not educational and/or school did not adequately demonstrate how they will be used to address learning loss or remote/hybrid learning	Microsoft Office Licensing

Backup | Requests recommended as ineligible within Technology (1 of 12)

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RECONSIDERATION REVIEW							ORIGINAL REQUEST						
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	0234-1-006	Ineligible	Does not adequately describe why a color laser printer is necessary to address learning loss	Due to Covid and interruptions to learning, students have many skill gaps and social emotional struggles that are affecting learning. A color laser printer will allow teachers to differentiate work in a colorful way that will motivate students to work and close skill gaps.		\$ 528.95	Table 1 - Service Center Menu	HP Color LaserJet Pro M454dw - Color - Laser - Printer	Teachers need to be able to prepare lessons for remote learners by scanning in documents to send home.	Educational technology - Hardware	1	\$ 528.95	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
Technology	0234-1-007	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	As we space students out in our classrooms, there are 4 rooms that students have to sit against all walls. Our current projection devices do not produce high enough resolution (brightness/clarity) enough so that students can see it from every spot in the room.	4	\$ 28,357.69	Table 1 - Service Center Menu	SMART Board MX086-V2 Pro interactive display with IQ SBID-MX286-V2-PW MX Se	In order to educate students that are in the classroom and remote, we need to improve technology to instruct and display the content.	Educational technology - Hardware	6	\$ 42,536.53	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
Technology	0234-1-008	Ineligible	Does not adequately describe why an Elmo document camera is necessary to address learning loss	Due to Covid and interruptions to learning, students have many skill gaps and social emotional struggles that are affecting learning. A color laser printer will allow teachers to differentiate work in a colorful way that will motivate students to work and close skill gaps.		\$ 6,740.18	Table 1 - Service Center Menu	Elmo TT-12W STEM-CAM - document camera	In order to educate students that are in the classroom and remote, we need to improve technology to instruct and display the content.	Educational technology - Hardware	8	\$ 6,740.18	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need



Backup | Requests recommended as ineligible within Technology (2 of 12)

1

RECONSIDERATION REVIEW							ORIGINAL REQUEST						
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	1856-1-044	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	The revised request is for one mobile Promethean Board. We will designate the mobile board to be used for grades 5 and 6 (40 students) where the teachers team teach and do not have access to a board. We have been in person school for much of the year. However, we have had many students quarantined due to parents and family members testing positive. We have had very few days where we don't have students in quarantine. Our teachers are zooming with their students when they are quarantined. We have seen examples of schools that are using Promethean boards to better connect the students at home with the students at school. The students who are quarantined have very limited capability to interact with their classmates. Currently our teachers are zooming on laptops and the screen is too small for whole class interactions. We have seen in these examples that students are much more engaged at home and at school when they have more real life interactions. This makes it much more effective in catching students up from lost learning and also a big boost for social/emotional wellness which we have seen decline this year.	I understand that my request was deemed ineligible due to reasonableness. I would like to revise my request to one Promethean Board that would be mobile. Mobile boards are not permanent fixtures and could be easily moved and shared by teachers to meet the needs of several students. I received a quote from Haddock for the type of Promethean Board that I would like to request and it would be \$1,899 plus \$499 for the mobile stand and \$229 for installation. This would be a revised total cost of \$2,627.	\$ 2,627.00	Table 1 - Service Center Menu	Promethean ActivPanel Nickel 65" 4K TFT LCD Interactive Display	In need of two Promethean ActivePanel for an additional classrooms that were added due to Covid-19	Educational technology - Hardware	2	\$ 5,026.36	Does not adequately demonstrate reasonableness of cost vs. impact



Backup | Requests recommended as ineligible within Technology (3 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	1952-4-001	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	See Saw is our way of communicating with parents. We have had many students quarantined throughout the year and all assignments, questions and answers, of future instructions on returning assignments are done through this program. Any student gone for an extensive time will use this program.		\$ 811.20	Table 4 - Other Requests	New Service	See Saw will allow us better communication between teacher and parents for in school or hybrid learning by listing assignments, reviewing progress and progressing skills.	Educational technology - Connectivity	0	\$ 811.20	Does not adequately demonstrate how request will address an incremental COVID-19 need in school and does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
Technology	2040-1-002	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	The revised request is for two mobile boards. We will designate one for grades K-4 and the other for grades 5-8. We have been in person school for much of the year. However, we have had many students quarantined due to parents testing positive. We have had very few days where we don't have students in quarantine. Our teachers are zooming with their students when they are quarantined. We have seen examples of schools that are using Promethean boards to better connect the students at home with the students at school. The students who are quarantined have very limited capability to interact with their classmates. Currently our teachers are zooming on their laptops and the screen is too small for whole class interactions. We have seen in these examples that students are much more engaged at home and at school when they have more real life interactions. This makes it much more effective in catching students up from lost learning and also keeping the students where they need to be academically. This is would be a big boost for social/emotional wellness which we have seen decline this year. We do not foresee the quarantining of students to go away next year or even the year after.	In our original application, we were told to think big. I understand that my request was deemed ineligible due to reasonableness. I would like to revise my request to two Promethean Boards that would be mobile. I also would like to revise my request and ask for a much more cost effective model. I received a quote from Haddock for the type of Promethean Boards that I would like to request and they would be \$1,899 each plus \$499 for the mobile stand and \$229 each for installation. This would be a revised total cost of \$5,254. The price per board from Haddock is actually about \$200 less expensive than the price in the service center catalog.	\$ 5,254.00	Table 1 - Service Center Menu	Promethean ActivPanel to expand the opportunity to engage with students who are quarantined, to increase student engagement and pedagogy to address learning loss, to be able to utilize more areas of our school allowing us to spread out for social distancing, and when a teacher is remote teaching from home due to quarantine the students will be able to see and hear the teacher better in the classroom.	Educational technology - Connectivity	22	\$ 147,912.91	Does not adequately demonstrate reasonableness of cost vs. impact	



Backup | Requests recommended as ineligible within Technology (4 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	2244-4-001	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	To address the learning loss affected by COVID-19 and to close the achievement gap, an interactive white board would aid in the projection of the teacher lessons so that all students would have the ability to see while maintaining adequate social distancing.	5	\$ 66,160.97	Table 4 - Other Requests	New Service	Promethean boards installed in classroom to effectively instruct students quarantined or in remote learning model due to COVID-19	Educational technology - Hardware	0	\$ 66,160.97	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.
Technology	2246-1-003	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	I would like to reduce my number of flash drives down to 10 total. This will allow our immediate classes in the fall of 2021 to have access to them in order to space out our media class groups to mitigate risk of COVID 19. Having these flash drives will allow for greater social distancing in the classroom while giving each student equal access to materials and equipment needed for class.	change of quantity from 30 to 10 items.	\$ 172.58	Table 1 - Service Center Menu	SanDisk Ultra - USB flash drive - 64 GB	To accommodate the restructuring of instruction in accommodating the needs of students due to social distancing and remote learning due to COVID 19 restrictions and risk.	Educational technology - Hardware	30	\$ 172.58	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.
Technology	2246-4-001	Ineligible	Does not demonstrate reasonableness of cost vs. impact	These Promethean boards will also allow our students to social distance properly in the classroom following COVID 19 guidelines while still being able to see the board well. This gives teachers the option to space students without putting the students in a position to miss information presented in class based on proximity or position.		\$ 58,440.97	Table 4 - Other Requests	New Service	Promethean boards installed in classrooms to effectively instruct students quarantined or in remote learning model due to COVID 19.	Educational technology - Hardware	0	\$ 58,440.97	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need.



Backup | Requests recommended as ineligible within Technology (5 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
Technology	4560-4-004	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Chrome books during this Covid period are vital part of being able to continue to educate students, if and when they need to be at home learners. Technology needs to be reliable and up to certain standards to meet the needs of the students that we, as a school community, are trying to serve. Because of the limited amount of chrome books that we have access to, and the wide variety of issues these chromebooks have, many students that needed to quarantine because of Covid issues had difficulty being able to stay in line with learners that were able to stay in school. Although we have been in person we have had students in quarantine at different times which forces students and teachers to learn and teach virtually during these time periods.	6	\$ 10,400.00	Table 4 - Other Requests	New Service	We have had many Chromebooks broken when they were sent home because of Covid. We need to purchase new Chromebooks to ensure everyone has a workable Chromebook to take home if needed.	Educational technology - Hardware	0	\$ 10,400.00	Request does not directly address learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
Technology	6664-1-010	Ineligible	Does not demonstrate reasonableness of cost vs. impact	This technology will be used by students in the learning centers and more classrooms to allow for more social distancing. Additional devices will allow greater technology use to improve any learning loss.	6	\$ 50,452.52	Table 1 - Service Center Menu	Promethean ACTIVpanel Pro 75" 4K LED display - 4K	Educational Technology for students to help with distance learning and social distancing to prevent the spread of COVID-19.	Educational technology - Other	8	\$ 67,270.02	Does not adequately demonstrate reasonableness of cost vs. impact



Backup | Requests recommended as ineligible within Technology (6 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
Technology	7036-1-033	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. We also know 30% of our staff was in quarantine at some point during the school year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We are requesting laptops for our teachers to use specifically when they are in a remote learning environment due to a COVID related need. Teachers must have a mobile device to respond to parents, students and staff needs in a digital learning environment that developed from a COVID restriction.	Modified Quantity 15	\$ 1015,430.67	Table 1 - Service Center Menu	Dell Latitude 5410 - 14" Core i5 10210U - 8 GB RAM - 256 GB SSD	Laptop for teachers in the event they are required to move into quarantine or a remote learning situation. In addition, allowing each teacher a device to teach both in-person and remote learners simultaneously.	Educational technology - Hardware	15	\$ 23,146.01	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
Technology	7036-1-034	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We have approval for Dream Box Math to meet the Math learning loss we are seeing in our students from lost instruction during Spring of 2020. Our current devices are old and do not support more current apps that we need to meet student needs. In addition, iPads will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement. Our students need updated devices to directly address learning loss in Math from Spring of 2020, as well as to increase engagement during these difficult times caused by COVID, family illness and quarantines.	Modified Quantity 45	\$ 18,306.33	Table 1 - Service Center Menu	Apple 10.2 inch iPad Wi-Fi - 8th generation - 32GB - 10.2" GB - 10.2"	Allowing for a device for each student in the event of remote learning requirement, tablet - 32also to eliminate shared materials between students, and to allow access to online reteach/remediation programs.	Educational technology - Hardware	50	\$ 20,340.37	Does not adequately demonstrate reasonableness of quantity, additional request for 75 computers for students in Table 4 makes the total device request surpass current enrollment



Backup | Requests recommended as ineligible within Technology (7 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	7036-1-035	Ineligible	Tried to devices deemed ineligible	Our school, like all schools are now operating in a fully digital and in-person capacity. Our current devices are old and do not support more current apps that we need to meet student needs. In addition, iPads will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement. Our students need updated devices to directly address learning loss in Math from Spring of 2020, as well as to increase engagement during these difficult times caused by COVID, family illness and quarantines. A MacBook is requested to use as a MDM for our newly requested iPads.	Modified Request 2 MacBooks	\$ 2,670.38	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	Laptop for teachers in the event they are required to move into quarantine or a remote learning situation. In addition, allowing each teacher a device to teach both in-person and remote learners simultaneously.	Educational technology - Hardware	4	\$ 5,340.76	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
Technology	7036-1-037	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person specific subset learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning at some point during the school year. These quarantines are all related to COVID. Having webcams available is necessary to meet our remote and in-person student need.		\$ 342.62	Table 1 - Service Center Menu	Logitech HD Pro Webcam C922 - web camera	Webcams are necessary for our remote learners and our remote meetings. Our remote meetings, particularly with parents have increased due to COVID.	Educational technology - Hardware	3	\$ 342.62	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Backup | Requests recommended as ineligible within Technology (8 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	7036-4-011	Ineligible	Does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners in a fully digital environment at all times. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We have approval for Dream Box Math to meet the Math learning loss we are seeing in our students from lost instruction during Spring of 2020. Our current laptops are old and do not support more current programs that we need to meet student needs. In addition, Chromebooks will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement.	Modified Request: 55 Chromebooks	\$ 23,394.80	Table 4 - Other Requests	Modification	HP 11 A Chromebook 4 GB RAM 32 GB Storage - these chromebooks will allow students 1:1 technology that is up-to-date to run programs necessary to remediate learning loss or to use at home in the event of remote learning	Educational technology - Hardware	0	\$ 31,902.00	Does not adequately demonstrate reasonableness of quantity; additional request for 50 computers for students in Table 1 makes total device requests surpass current enrollment.
Technology	7036-4-019	Ineligible	Does not demonstrate reasonable cost vs. impact	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards as well as to close learning gaps that have resulted from the pandemic. Research shows that technology is an effective tool to maintain student engagement. Our classrooms need SmartBoards that allow for student engagement in a socially distanced classroom, as well as a tool that will be used for remote learners to interface with in person learners. We must have technology that allows our remote learners to be integrated as much as possible, have high levels of engagement and continue to build community with our in-person learners. Updated equipment is necessary to meet this student need.	Modified request: 10 Smartboards, 10 Smart Document Cameras, 10 Smart Podiums	\$ 65,554.67	Table 4 - Other Requests	Modification	Smartboards with Smart Document camera to meet in person and remote learners simultaneously. The quote attached also include the Smartpodium and pen to allow for maximum teacher mobility throughout the learning environment.	Educational technology - Hardware	0	\$ 98,332.00	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Backup | Requests recommended as ineligible within Technology (9 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	7145-1-019	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	We are requesting a laser jet printer to be used during summer tutoring and subsequent school years (after school tutoring) 2021 through 2023. The printer will be used to assist teachers addressing learning loss due to covid-19. Summer tutoring and after school tutoring will be targeted to small group learning based on assessment scores using a MTSS model. This is the most effective model for students of poverty and ESOL who will make up the largest percentage of the small groups.		\$ 352.25	Table 1 - Service Center Menu	HP LaserJet Pro M404dn - Laser - Printer	Purchase LaserJet printer to be Monochrome used for printing packet materials for at risk students in hybrid or remote learning models	Educational technology - Other	1	\$ 352.25	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
Technology	8566-1-002	Ineligible	Does not directly address an incremental COVID-19 need	Microsoft Office Licensing would be added to teachers computer providing them an additional way to plan and address an present lessons to students who fell behind due to COVID and remote learning. Teachers are continual communicating with parents through notes and lesson plans to assure no one falls further behind.		\$ 1,787.51	Table 1 - Service Center Menu	Microsoft Office Licensing	Faculty will use to	Educational technology - Software	11	\$ 1,787.51	Does not directly address an incremental COVID-19 need



Backup | Requests recommended as ineligible within Technology (10 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	9023-4-003	Ineligible	Does not demonstrate reasonable cost vs. impact	School shutdowns have proven racial disparities in learning and achievement. Assessment data from this fall shows that students, on average, started school about three months behind where we would expect them to be in mathematics. Students of color were about three to five months behind in learning; white students were about one to three months behind. Being that our school population is 51% minority, we need to provide the best interventions in mathematics and to better support our students. A Math lab would benefit our students and support them in bridging the achievement gaps Covid has created especially for our students in the specific subgroups with the biggest deficits. When Math Labs become an integral part of the school's culture, they allow teachers and school leaders to negotiate how they position and empower students; what opportunities they give students to learn rich mathematics; and what shared professional values guide their inquiry into students' mathematical learning. Math labs have proven to increase state assessment scores by over 50% in three year periods and also help close the gap between white and student minority groups. Providing our students with a math lab will help increase achievement in math.	Interactive Touch Screen TV- \$3000 (Astar AWB-6507) 65" Multi Touch Display Electronic White Board Interactive Smart Writing Board w/Wi-Fi, 3G Internet 5000:1 Built-in Speaker 1920 x 1080 Optical) Math Kits Grades K-8 - \$200 a piece x9 = \$1800 White board tables- 4 x \$350-\$1400 15 Tablets- \$200 x 15 = \$3,000	\$ 9,568.00	Table 4 - Other Requests	New Service	Creating a math hub for paraprofessionals, teachers and students to utilize to improve math skills for better understanding and introduce and reinforce skills lost during 4th quarter during the stay at home order will advance students skills with the tools needed for better understanding.	Educational technology - Hardware	0	\$ 14,768.00	Does not adequately describe why request is reasonable and necessary to meet stated purpose



Backup | Requests recommended as ineligible within Technology (11 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	9892-1-001	Ineligible	Does not demonstrate reasonable necessity of quantity (does not identify number of devices)	To address learning losses demonstrated by students, we will be using various personalized, computer-adaptive Tier 2 and Tier 3 student interventions. As these interventions are online, we need additional devices to be able to realize their full potential for students. Additional devices would also allow us to avoid having to share devices between students. If or when we would need to move students to a remote learning scenario, this individual device would allow them to continue accessing those digital supports, as well as being available for remote meeting platforms. We have also seen an enrollment increase of 50+ students for the upcoming school year. Many of these students will be coming to us at risk and having been online/remote for a majority of their 2020-21 school year. This further increases our need for more devices to get closer to that 1:1 ideal for students.		\$ 80,111.43	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar - 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	Our current 1:1 student and teacher devices are 7+ years old. They have struggled to keep up with the remote meeting platforms (Zoom, Google Meet, etc.) as their operating systems and hard drives are not capable of supporting the updates. These machines directly provide the learning materials to students in class and remotely. We also do not have enough machines to facilitate individual student learning, resulting in many students needing to share devices.	Educational technology - Hardware	60	\$ 80,111.43	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
Technology	9892-1-002	Ineligible	Does not demonstrate reasonable necessity of quantity (does not identify number of devices)	To address learning losses demonstrated by students, we will be using various personalized, computer-adaptive Tier 2 and Tier 3 student interventions. As these interventions are online, we need additional devices to be able to realize their full potential for students. Additional devices would also allow us to avoid having to share devices between students. If or when we would need to move students to a remote learning scenario, this individual device would allow them to continue accessing those digital supports, as well as being available for remote meeting platforms.		\$ 117,734.12	Table 1 - Service Center Menu	Dell Latitude 3190 2-in-1 - 11.6" - Pentium Silver N5030 - 4 GB RAM - 128 G	Our current classroom devices are 6+ years old. They have struggled to keep up with the remote meeting platforms (Zoom, Google Meet, etc.) as their operating systems and hard drives are not capable of supporting the updates. These machines directly provide the learning materials to students in class. However, they are so old, we are unable to send them home. The batteries are shot, so they will only work when plugged in - which does not allow for social distancing. We also do not have enough machines to facilitate individual student learning, resulting in many students needing to share devices.	Educational technology - Hardware	215	\$ 117,734.12	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)



Backup | Requests recommended as ineligible within Technology (12 of 12)

1

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Technology	9999-4-007	Ineligible	Does not demonstrate reasonable necessity of quantity or cost vs. impact	4 Interactive Projectors Epson BrightLink Pro 1480FI Interactive projector is a smart board and projector in one and will allow us to capture and share class notes during hybrid learning. We have several families with organ transplant children or otherwise immunocompromised children, or immunocompromised siblings who are often learning from home even when the school is not in hybrid. These students spend considerable school days at home when COVID numbers increase or when there is possible COVID in the school. With an interactive projector, we do not need to purchase a smartboard or promethium board.		\$ 13,561.60	Table 4 - Other Requests	Modification	11 Interactive Projectors Epson BrightLink Pro 1480FI Interactive projector is a smart board and projector in one and will allow us to capture and share class notes during hybrid learning. We have several families with organ transplant children or otherwise immunocompromised children who are often learning from home even when the school is not in hybrid. With an interactive projector, we do not need to purchase a smartboard or promethium board.	Educational technology - Hardware	0	\$ 37,294.40	Request Does not adequately demonstrate reasonableness of quantity compared to subset of students who are expected to be remote



2

Personnel | Ineligible requests total \$302K and can be grouped into 2 sub-categories

Recommendation Overview			
	# Requests	\$ Value	% Value
Eligible	3	\$381K	56%
Ineligible	3	\$302K	44%

78% of the original ineligible value was resubmitted for reconsideration; 2 additional requests that were originally deemed eligible were also resubmitted (see page 13)

Principles
<ul style="list-style-type: none"> Request must describe how the personnel will serve an incremental COVID need Full-time personnel must work at least 30 hour per week Part-time personnel must be paid based on statewide hourly rate

Sub-categories of Ineligible Requests		
Sub-category	# of requests	Total \$ amt (K)
Personnel - Licensed Building Administrator	1	178
Personnel - Food Services	2	123
Total	3	302

2

Personnel | Summary of ineligible sub-categories

Sub-category	# of requests	Total \$ amt (K)	Ineligible rationale	Types of requests (non-exhaustive)
Personnel - Licensed Building Administrator	1	178	Does not demonstrate why a Licensed Building Administrator role is reasonable or necessary to handle stated responsibilities	Additional licensed role to provide academic/behavioral interventions and social-emotional support
Personnel - Food Services	2	123	Use case is not allowable under EANS allowable uses	Additional food services staff to serve meals 5 days per week instead of 2

Backup | Requests recommended as ineligible within Personnel (1 of 2)

2

RECONSIDERATION REVIEW							ORIGINAL REQUEST						
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Personnel	0234-2-001	Ineligible	Not allowable under EANS allowable uses	Due to Covid and the extra burdens for staffing to ensure proper social distancing and cleaning, we have only been able to have hot lunch two days a week during the 20-21 school year. Hiring staff would enable us to serve hot lunch 5 days a week next school year, ensure school vitality and financial stability.	1	\$ 99,436.76	Table 2 - Full-Time Personnel	Food Services	Our food service was supplied by a local restaurant. In the past, we had to credit families who had sick children and still pay the them the assistance amount ordered one week ahead of time. They wanted to be closed because of labor costs one week day. For the 2020-21 school year, we only had hot lunch available 2 days per week.	Initiating and maintaining education and support services or remote or hybrid learning or to address learning loss	0	\$ 99,436.76	Does not adequately describe how the request will address an incremental COVID need
Personnel	0234-3-001	Ineligible	Not allowable under EANS allowable uses	Due to Covid and the extra burdens for staffing to ensure proper social distancing and cleaning, we have only been able to have hot lunch two days a week during the 20-21 school year. Hiring staff would enable us to serve hot lunch 5 days a week next school year, ensure school vitality and financial stability.	change the salary to \$15 per hour	\$ 23,864.79	Table 3 - Part-Time Personnel	Food Services	Our food service was supplied by a local restaurant. In the past, we had to credit families who had sick children and still pay the them the assistance amount ordered one week ahead of time. They wanted to be closed because of labor costs one week day. For the 2020-21 school year, we only had hot lunch available 2 days per week.	Initiating and maintaining education and support services or remote or hybrid learning or to address learning loss	1300	\$ 31,534.92	Does not adequately describe how the request will address an incremental COVID need



Backup | Requests recommended as ineligible within Personnel (2 of 2)

2

RECONSIDERATION REVIEW							ORIGINAL REQUEST						
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Personnel	7980-2-001	Ineligible	Does not demonstrate reasonable needs of personnel type vs. stated need	Licensed Building or District Administrator for Social-Emotional Support and Academic Intervention Due to loss of academic instruction and social-emotional growth from nearly 6 months of no in person school and quarantine periods of 14-28 days at a time due to COVID, our school has experienced an increase of student absenteeism, student and teacher anxiety, student and staff depression, student anti-social behaviors, and student loss of academic skills in literacy and math. Classroom teachers are overwhelmed with the sheer number of students that are in need of intervention for academics and/or behavior. We are in need of a new position to lead a CARE (Collaborative, Affective, Responsive Educational) Team (currently chaired by principal) to support and guide teachers with academic and behavioral interventions, provide tier 2 and 3 academic and behavior interventions, and partner with the counselor to support the growing social-emotional needs of the students, and to support remotely learning students during COVID quarantine. Additional personnel with appropriate knowledge of MTSS will allow us to close the gaps caused by the loss of school April and May 2020 and the long periods of quarantine due to COVID exposure.	1	\$ 178,262.10	Table 2 - Full-Time Personnel	Licensed Building or District Administrator	Social-Emotional Support, Academic Interventionist	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 178,262.10	School clarified that intent is to hire an additional assistance principal; intended role Does not directly address an incremental COVID need



3

SEL & Mental Health | Ineligible requests total \$71K and can be grouped into 2 sub-categories

Recommendation Overview			
	# Requests	\$ Value	% Value
Eligible	2	\$15K	17%
Ineligible	3	\$71K	83%

51% of the original ineligible value was resubmitted for reconsideration

Principles

- Requests to address social-emotional learning loss and mental health must clearly describe how the request will **directly address the stated need, and how the need is due to COVID impact**
- Requests must focus on **student SEL/mental health**
- Requests must demonstrate an **incremental need** rather than a continuation of existing program
- All requests must be **reasonable in quantity and cost** given the intended use case and stated need (e.g., student program, professional development)

Sub-categories of Ineligible Requests

Sub-category	# of requests	Total \$ amt (K)
Unreasonable (Summer Camp, Gardening)	2	68
Not Student-Oriented Program	1	3
Total	3	71

3

SEL & Mental Health | Summary of ineligible sub-categories

Sub-category	# of requests	Total \$ amt (K)	Ineligible rationale	Types of requests (non-exhaustive)
Unreasonable (Summer Camp, Gardening)	2	68	Description does not provide sufficient rationale for why the request is necessary / reasonable to address a COVID need	Summer camp, gardening project
Not Student-Oriented Program	1	3	Not allowable under EANS allowable uses	Teacher social-emotional program

Backup | Requests recommended as ineligible within SEL and Mental Health (1 of 2)

3

RECONSIDERATION REVIEW							ORIGINAL REQUEST						
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
SEL & Mental Health	1334-4-005	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	The St. Mary's Colgan Summer Retreat/Conference/Camp (The "Let's Go" Summer Retreat) will be a great opportunity for our students to return to normal after a year of COVID restrictions and regulations. We also had several students who dealt with family loss and hospitalizations because of COVID-19. This will impact 80-100 students. We are excited for our students to have this potential opportunity to gather in a spirit of fellowship, fun, and formation - they will hear talks from different speakers about identity, leadership, renewal, school and class unity, and how to move forward after this past year of COVID-19 difficulties. They will have the opportunity to grow closer as friends, as a class, and as a school through team-building activities provided by Sky Ranch. We are excited about the chance to invigorate and energize our students after a difficult year and start a new school year off with an exciting start!	We initially asked for this for the next 3 summers but feel it is extremely important for this initial summer. We feel this is a great way to help our students past some of the hardships and bumps caused by COVID-19.	\$ 26,403.52	Table 4 - Other Requests	New Service	Let's Go - Summer camp to develop social and emotional skills - a time of reconnecting, goals setting, team building, and fun.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 79,210.56	Does not adequately describe why request is necessary and reasonable to address an incremental COVID need
SEL & Mental Health	2246-4-002	Ineligible	Not allowable under EANS allowable uses	Research shows that a more active individual can fight the viral effects of COVID 19 at a much higher capacity. Teachers having the access and ability to the wellness center will provide these benefits...which are tangible, measurable, and research proven to directly affect their effectiveness for student learning.		\$ 3,354.00	Table 4 - Other Requests	New Service	Helping supplement teacher social emotional wellness, physique activity, and immune system against stress and inactivity due to COVID 19.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 3,354.00	Does not directly address an incremental COVID-19 need



Backup | Requests recommended as ineligible within SEL and Mental Health (2 of 2)

3

RECONSIDERATION REVIEW							ORIGINAL REQUEST						
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
SEL & Mental Health	2246-4-078	Ineligible	Some items not allowable under EANS allowable uses; request does not adequately describe why request is necessary and reasonable to address an incremental COVID need	I did not do a good job in linking this item to the approved positions (2246-007 and 2246-008) that are to run this opportunity. The opportunity would be for an immeasurable benefit to students as the one investment would lead to years of use. Included in this cost are the initial investments of trees, a well, a high tunnel hoop house (greenhouse), Tillers, hoses, and utility vehicle. The initial cost does seem like it may not meet a cost/benefit analysis, but the items being purchase would all have an extremely long longevity allowing for many uses in the future. An additional item to add would be that other classes could utilize (such as biology) the hoop house and equipment when studying our botany sections. I feel like the benefit, not only from STEM experience, but of growing produce and trees, landscaping, and a boost of known social and emotional well being would be something very worthwhile. I would ask that this be considered again.	Could reduce utility vehicle cost by buying a used unit which could reduce from \$12,000 to \$6,000 or \$0	\$ 41,653.84	Table 4 - Other Requests	New Service	Major Student gardening and landscaping project to address their social and emotional health as well as enhance the existing science curriculum that was negatively effected from remote learning due to COVID 19	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 47,653.84	Does not adequately demonstrate reasonableness of cost vs. impact



4

Curriculum & PD | Ineligible requests total \$14K and can be grouped into 2 sub-categories

Recommendation Overview			
	# Requests	\$ Value	% Value
Eligible	10	\$89K	86%
Ineligible	4	\$14K	14%

25% of the original ineligible value was resubmitted for reconsideration

Principles
<ul style="list-style-type: none"> Requests for remote/hybrid learning from majority in-person schools must identify the subset of students that will be remote/hybrid in the future and cannot be for potential future use Requests to address learning loss or remote/hybrid learning curriculum must clearly describe how the request will directly address the stated need (e.g., remediation/intervention, curriculum) All requests must be reasonable in quantity and cost given the intended use case and stated need

Sub-categories of Ineligible Requests		
Sub-category	# of requests	Total \$ amt (K)
Curriculum Material Not Necessary to Address Incremental COVID Need	3	7
Field Trips & Busses	1	7
Total	4	14

4

Curriculum & PD | Summary of ineligible sub-categories

Sub-category	# of requests	Total \$ amt (K)	Ineligible rationale	Types of requests (non-exhaustive)
Curriculum Material Not Necessary to Address Incremental COVID Need	3	7	Request does not adequately articulate why the requested material/equipment is necessary to address an incremental COVID need for learning loss compared to standard curriculum	Digital media DSLR cameras, tripods, and storage units
Field Trips & Busses	1	7	Description does not provide a clear rationale for why the trip is necessary / reasonable to address an incremental COVID need	Outdoor equipment for fishing, canoeing, campfire, fossil searches, and lunch for outdoor trip

Backup | Requests recommended as ineligible within Curriculum and PD (1 of 2)

4

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Curriculum and PD	2246-4-055	Ineligible	Does not demonstrate reasonable ss of cost vs. impact	These cameras will allow also for social distancing in the media classroom as we have 4 cameras now that must be shared. These additional two cameras would create 2 more groups possible which would allow for greater distance between students and less students per grouping which will directly help to decrease risk of COVID 19. With these two cameras, students will also not need to wait to use cameras due to size restrictions and space. This will help all students keep up with the pace of class that otherwise is slowed and time missed due to COVID 19 guidelines.		\$ 4,426.24	Table 4 - Other Requests	New Service	2 Canon EOS 90D DSLR Camera Kits to supplement Digital Media curriculum for time in remote learning due to COVID 19.	Educational technology - Hardware	0	\$ 4,426.24	Does not adequately describe why request is necessary / reasonable to address an incremental COVID need or learning loss
Curriculum and PD	2246-4-056	Ineligible	Does not demonstrate reasonable ss of cost vs. impact	Having these two tripods will help with keeping our media class social distanced due COVID 19 guidelines. Having 2 tripods currently, many groups wait to use. Having 2 additional tripods allow groups to be in separate areas and not have to wait for use of a restricted item that then slows their pace in class reducing time of production.		\$ 1,144.00	Table 4 - Other Requests	New Service	2 Benro BV4 tripods to supplement Digital Media curriculum for time in remote learning due to COVID 19.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 1,144.00	Does not adequately describe why request is necessary / reasonable to address an incremental COVID need or learning loss
Curriculum and PD	2246-4-070	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	The equipment requested in this line item is to directly support the STEM outdoors opportunity (2246-3-006) item. In order to effectively experience the outdoor the proper safe equipment is needed for students. This equipment will directly allow students the ability to learn about nature, science, and math through the outdoor activities we will be participating in. Having this equipment will both boost the listed social and emotional wellbeing of students, but will also provide the opportunity to participate in STEM activities while doing so.		\$ 6,760.00	Table 4 - Other Requests	New Service	Summer outdoor student academy 4 trips per summer to address student social and emotional well being and loss of learning in science due to COVID 19 and remote learning.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 6,760.00	Does not adequately demonstrate reasonableness of cost vs. impact

Backup | Requests recommended as ineligible within Curriculum and PD (1 of 2)

4

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original qty	Original dollar value	Rationale for original ineligible recommendation
Curriculum and PD	2246-4-074	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	These storage units will allow for greater social distance in the classroom. With an additional storage unit we could spread out the class and have a more limited number of students in any one given area. This will help us meet social distancing COVID 19 guidelines.	from 2 down to 1 unit	\$ 1,608.88	Table 4 - Other Requests	New Service	Cascade combo Science and Digital Media classroom storage units from Worthington Direct (# 622008000p) to supplement curriculum from remote learning time due to COVID 19	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 3,217.76	Does not adequately describe why request is necessary to address an incremental COVID need or reasonable given cost vs. impact

5

Sanitization | Ineligible requests total \$2K and can be grouped into 2 sub-categories

Recommendation Overview			
	# Requests	\$ Value	% Value
Eligible	0	\$0K	0%
Ineligible	2	\$2K	100%

3% of the original ineligible value was resubmitted for reconsideration

Principles

- Requests must relate to **disinfecting / sanitizing as an incremental COVID need** (e.g., disinfecting supplies, trashcan due to increased disinfecting waste)
- Allowable requests **adhere to CDC guidelines** for sanitization and social distancing (e.g., air filtration, PPE, social distancing)

Sub-categories of Ineligible Requests

Sub-category	# of requests	Total \$ amt (K)
Not Necessary to Facilitate Social Distancing / Prevent Cross-Contamination	1	2
Unrelated Furniture & Appliances	1	0.3
Total	2	2

5

Sanitization | Summary of ineligible sub-categories

Sub-category	# of requests	Total \$ amt (K)	Ineligible rationale	Types of requests (non-exhaustive)
Not Necessary to Facilitate Social Distancing / Prevent Cross-Contamination	1	2	Description does not sufficiently articulate why the material is necessary / reasonable to facilitate social distancing / prevent cross-contamination	Intercom phone units
Unrelated Furniture & Appliances	1	0.3	Not allowable under EANS allowable uses	Refrigerator for storing lunches

Backup | Requests recommended as ineligible within Sanitization

5

RECONSIDERATION REVIEW							ORIGINAL REQUEST						
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
Sanitization	2246-4-035	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	This fridge will allow us to more effectively social distance at lunch time. Having an additional refrigerator will assist with these efforts as it will keep a number of students out of the lunch room and therefore reduce the risk of COVID 19.		\$ 263.12	Table 4 - Other Requests	New Service	Whirlpool mini refrigerator for storing lunches to assist in storing student lunches in the classroom due to COVID 19.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 263.12	Does not adequately describe how the request will address student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
Sanitization	2246-4-072	Ineligible	Not allowable under EANS allowable uses	This item may have been more properly listed under physical barrier to facilitate social distancing. This intercom system allows us to have access to the intercom system from multiple sites so as to create more space for use instead of the existing one intercom unit that is at the desk of our secretary only. Having additional units would allow for more space and create a greater ability to social distance due to COVID 19 guidelines.	1 would be better than none, but two would be optimal.	\$ 1,560.00	Table 4 - Other Requests	New Service	2 new intercom phone units to allow for social distancing needed to mitigate risk of exposure to COVID 19 in administrative offices for students, staff, faculty, and administration.	Educational technology - Other	0	\$ 3,120.00	Does not adequately describe educational technology

Several requests previously placed in non-allowable categories were deemed eligible with add'l info

6

Recommendation Overview

	# Requests	\$ Value	% Value
Eligible	7	\$69K	87%
Ineligible	2	\$10K	13%

5% of the original ineligible value was resubmitted for reconsideration

Recall: Non-Allowable Categories

- Custodial services
- Permanent fixtures
- Non-secular activities
- Reimbursements for items already funded by other sources (e.g. ESSER I)
- Activities to fulfill state requirements or requirements of other federal programs (IEP)
- Support for students outside of grades K-12

Reconsideration Request Category	# Requests	Value (\$K)	Rationale for Ineligibility in Round 1	Rationale for Reconsideration Recommendation
SEL & Mental Health: Student Programs and Professional Development	6	\$65K	Unclear whether programs would be secular	Schools clarified that programs will focus on completely secular topics related to student SEL and mental health
Technology: Learning Loss	1	\$4K	IEP support provided by local public school district	School clarified that request was not for students on an IEP supported by the local public district and would be used to address learning loss
Technology: Unreasonable Quantity or Stated Need	1	\$9K	Request appeared to have been already funded in ESSER I	School clarified that ESSER I funding had not been used for this request; however, request did not meet reasonable or necessary requirements for eligibility
Sanitization: Not Necessary to Facilitate Social Distancing	1	\$2K	Request was assumed to be a permanent fixture	School clarified that lighting fixtures would be removable; however, request did not meet reasonable or necessary requirements for eligibility

Backup | Requests recommended as ineligible within Non-Allowable Categories

6

RECONSIDERATION REVIEW						ORIGINAL REQUEST							
Category	ID	Eligibility reconsideration rec	Notes	Revised description	Revised qty	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
Non-Allowable Categories	6060-4-004	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	The original request for these 20 Chromebook said they would be for the kindergarten class. They were deemed ineligible, according to the notes, because in the "Funding Need" portion of the application it was stated that Esser funds were already used to buy Chromebooks for kindergarten. We would like to clarify that the Esser funds bought Chromebooks for the 2020-2021 kindergarten students. Those Chromebooks will be passed on with those same students to first grade. This request was intended for the incoming Kindergarten class of 2021-2022. Therefore, this request is for a different set of specific students. Chromebooks for each 2021-2022 kindergarten student are essential so that every student has access to programs we are using to individual learning as needed to fill the gaps that occurred when students were remote and had interruptions in their learning. This is especially true for our 2021-2022 kindergarten class as over 50% of the students did not even attend Pre-Kindergarten due to concerns their parents had over COVID-19 and the required regulations. Therefore, the gaps of learning are going to be significant for this group of students as they enter kindergarten.		\$ 8,694.40	Table 4 - Other Requests	New Service	20 Dell Chromebooks for kindergarten making kindergarten 1:1 as an increase in usage of software programs to help close the learning gap makes the devices a necessity. They currently use outdated laptops	Educational technology - Hardware	0	\$ 8,694.40	It appears that the school has already received ESSER funds to purchase chromebooks for Kindergarten as per description in Funding Need portion of the application.
Non-Allowable Categories	9999-4-006	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	Removable lighting to convert the gymnasium into a socially distance classroom space for large classes. Current lighting is poorly suited for academic work. New lighting will make it an effective space reasonable for classes. The lights we have are plug-in. We will replace them with classroom lighting which also plugs in. These will not be permanently fixed lights.		\$ 1,519.32	Table 4 - Other Requests	New Service	Lighting to convert the gymnasium into a socially distance classroom space for large classes. Current lighting is poorly suited for academic work. New lighting will make it an effective space for classes.	Physical barriers to facilitate social distancing	0	\$ 1,519.32	Permanent fixtures are not permitted under EANS funding given limited duration of EANS program

Heritage Christian | Reconsideration requests overview

7

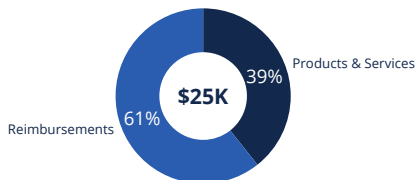
Applicant Profile

Building number	0276
City	Olathe
Number of students	541
Percent low-income	18%
Requested reconsideration value	\$26.1K
Recommended eligible reconsideration value	\$24.7K
% recommended eligible requests	95%

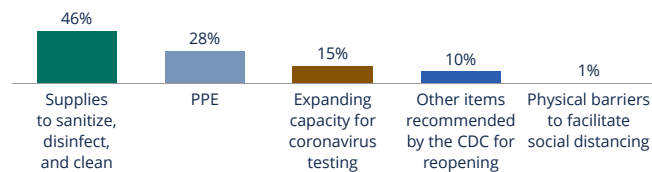
COVID Impact

We went to remote learning in March 2020 for K-12. Our preschool was closed at that time for the remainder of the school year. We lost preschool tuition revenue for April and May. We continued to pay staff and other part time employees during that time period. Since returning in August, we have increased our safety protocols greatly, by purchasing supplies/additional janitorial, teaching staff for remote learning option.

% Value of Eligible Requests by Category



% Value of Eligible Requests by Allowable Use



Note: Does not include 3 personnel requests previously deemed eligible in EANS I Round 1

Heritage Christian | Ineligible line items

Ineligible planned expenditures - Total value: \$1.4K

Dollar value	Request Type	Allowable use	Description	Rationale for ineligibility
\$1,400	Reimbursement	Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety	Lockable ball cart (5)	Not allowable under EANS allowable uses
\$10	Reimbursement	Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety	Dyslexia webinar – SPED	Not allowable under EANS reimbursement allowable uses



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



EANS I Reconsideration: Vote to recommend request slate to State Board

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53

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

Scope: 192 EANS I reconsideration requests (includes 77 from Heritage Christian)



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ESSER II: Application status update



ESSER II status update

96 out of 286 (34%) ESSER II plans submitted; 78+ ESSER II plans currently in progress as of May 6, 6pm CT

35 ESSER II plans included in this week's batch, totaling 55 ESSER II plans to be included in 5/11 State Board meeting slate for final approval

- 35 applications from districts representing 58k students
- 625 individual budgeted expenditures with all but one recommended as eligible by KSDE, totaling a value of \$24.4M
- 55 ESSER II plans (35 from today's batch + 20 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 5/11
 - Includes all 49 applications submitted by 4/23
 - Also includes an additional 6 plans that were submitted shortly after 4/23 and were able to be reviewed in time



ESSER II Update | 35 plans being reviewed today + 20 from prior batch to be sent to State Board

Data as of: May 6, 6pm CT



States of plans previously approved by State Board

0 plans

\$0.0M

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

20 plans

\$10.1M

Batch of plans being reviewed today

35 plans

\$24.4M

Submitted plans that will be reviewed in future batches

41 plans

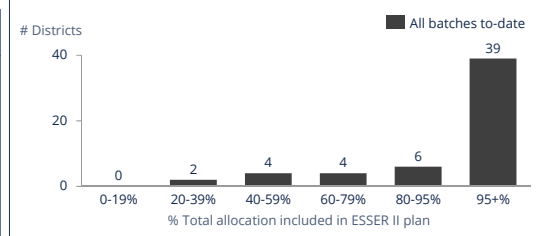
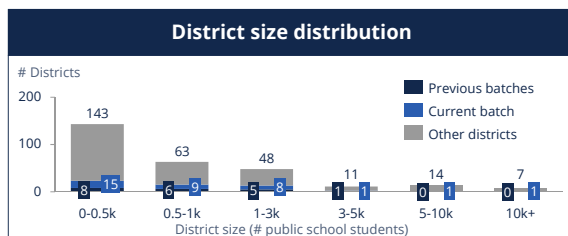
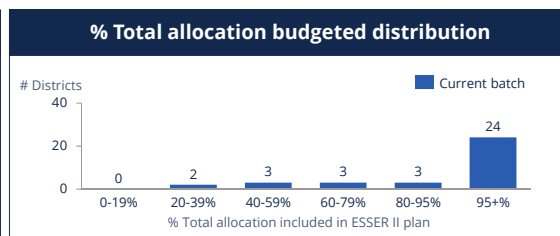
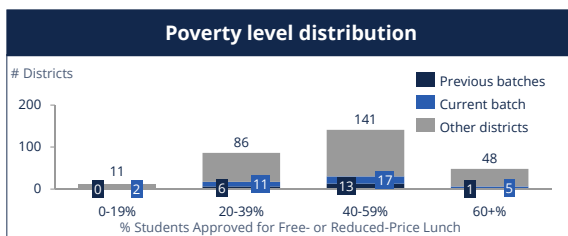
Plans that have not yet been submitted

190 plans



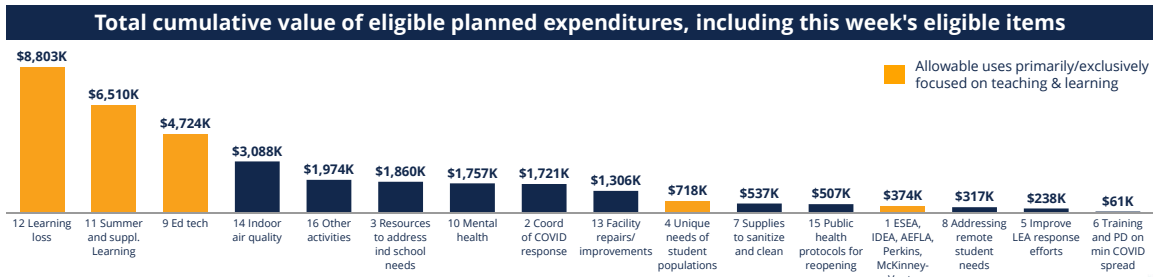
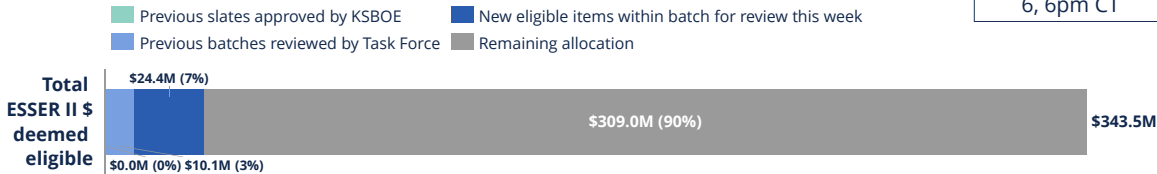
Program summary | Profile of this week's batch of ESSER II districts

Data as of: May 6, 6pm CT



Cumulative ESSER II program summary | 10% of total ESSER II allocation has been reviewed to date

Data as of: May 6, 6pm CT



Note: Allowable use categorization is displayed based on district reporting



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

- KSDE staff will present a **summary of expenditures deemed eligible** by KSDE reviewers
- KSDE staff will present **expenditures deemed ineligible** 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 4/30 batch) to recommend to State Board for final approval at its meeting on 5/11

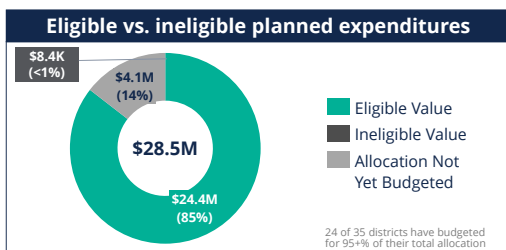


ESSER II: Summary & discussion of requests deemed eligible by KSDE



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

Data as of:
May 6, 6pm CT



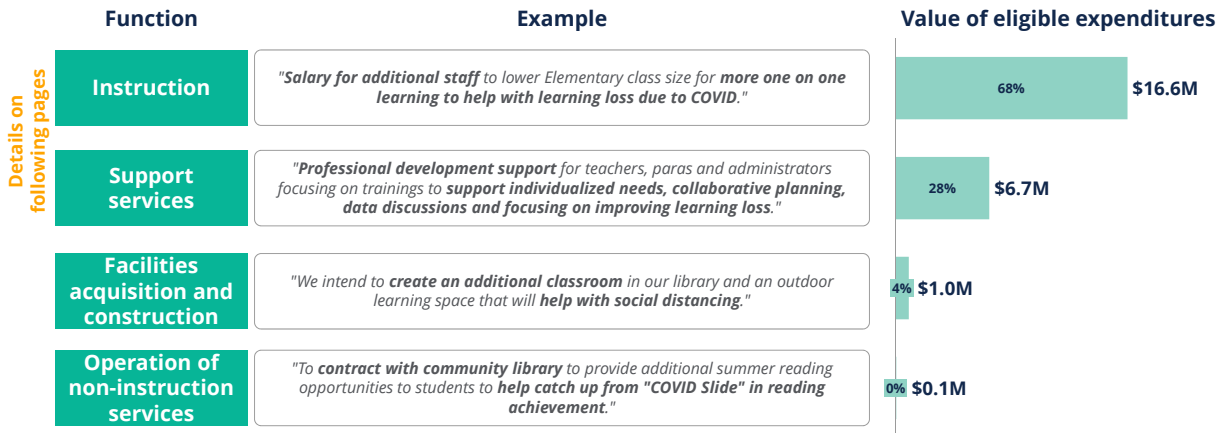
Average eligible expenditures per district	Eligible planned expenditures per student <i>Over total length of plan</i>
\$696K Range: \$52K - \$6,534K	\$419 Range: \$63 - \$1,178



Note: Data reflects the 35 completed reviews included in the pre-read for the 5/7 Task Force meeting; Allowable use categorization is displayed based on district reporting



Summary of today's batch | Majority of eligible dollars going to instruction, with significant investments in support services



Note: Function code categorization is displayed based on district reporting



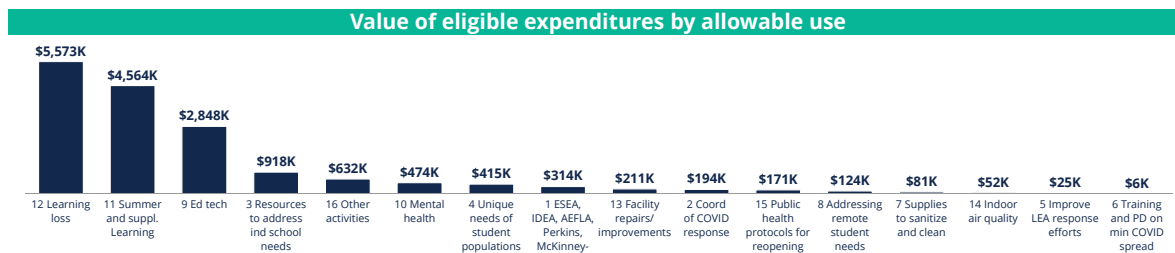
Backup | Breakdown of Instruction function by allowable use

Instruction

\$16.6M

Definition

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



Note: Allowable use categorization is displayed based on district reporting

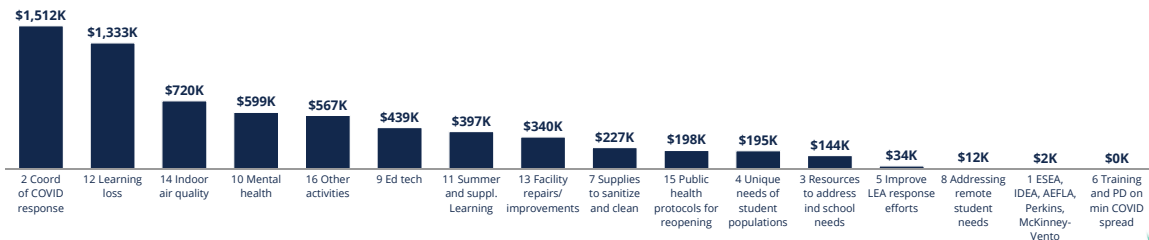


Backup | Breakdown of Support Services function by allowable use

Support services
\$6.7M

Definition
Support services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. These services exist to fulfill the objectives of instruction, community services and enterprise programs, rather than as entities within themselves. The sub-functions of this function include: Student Support Services, Instructional Staff Support Services, General Administration, School Administration, Operation and Maintenance of Plant Services, Student Transportation, Central Services, and Other Support.

Value of eligible expenditures by allowable use



Note: Allowable use categorization is displayed based on district reporting



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



ESSER II: Discussion of requests deemed ineligible by KSDE

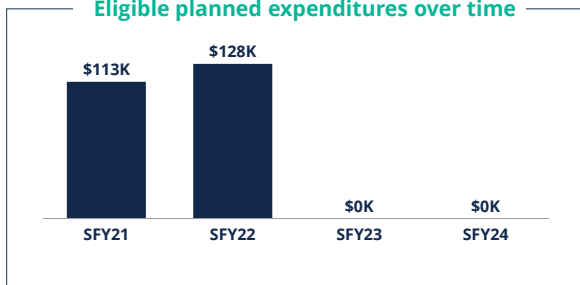


USD 343: Perry Lecompton | Profile and value breakdown

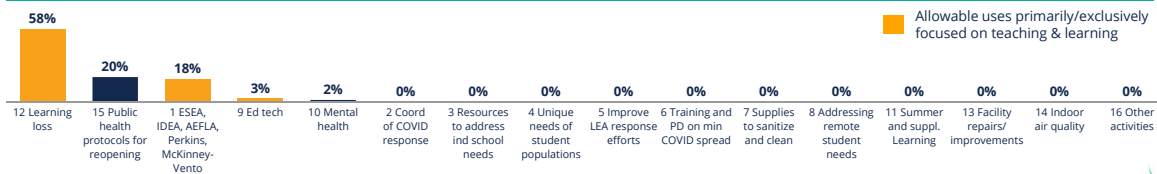
District Profile

Number of students	747
Percent low-income	35%
Direct and True Up allocation	\$325K
Total included in current plan	\$250K
Recommended eligible value	\$241K
% recommended eligible	97%
Eligible \$ per student	\$323

Eligible planned expenditures over time



% Value of Eligible Planned Expenditures by Allowable Use



Note: Allowable use categorization is displayed based on district reporting



USD 343: Perry Lecompton | Plan summary

ESSER II Plan Summary

During the 2020-21 school year, we added programs to help with the deficiencies discovered. We have also added several screeners to assist in the identification process of academic and social-emotional needs. Online platforms have been used to connect with students during times in which online learning was required. In one situation at the elementary level, we had to add an additional section to ensure that we could meet the county requirements related to social distancing in the classroom.

This summer, we plan to focus our efforts on addressing the academic deficiencies our students have realized. Our summer program will be called the "Academic Recovery Program" and will serve identified students in grades K-12. K-8 students scoring below grade level on local and State Assessments are eligible for the Academic Recovery Program. 9-12 students who have fallen behind in graduation progress have been identified as eligible for the summer program. The summer session will begin on Tuesday, July 6th, with a full school day (8:30 – 3:30) three days per week (Tuesday, Wednesday, and Thursday). This schedule will be maintained for four weeks, ending on July 29th. The schedule allows students a five-week break after the normal school year ends in May and a two-week break before the next school year begins in August. Door-to-door transportation will be made available for all students who need it. Our food service program will be fully operational, offering breakfast and lunch to all students attending the summer program.

We are hopeful that by offering full-day instruction, breakfast, and lunch, along with transportation to and from the school, parents will be encouraged to allow their students the opportunity to recover instruction lost during the pandemic.



USD 343: Perry Lecompton | Ineligible line-items

Ineligible planned expenditures - Total value: \$8.4K

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$8,428	Instruction	Regular Non-Certified Salaries	9. Ed tech	Additional Duty - We added streaming to all events that had attendance restrictions due to COVID. This included H.S./M.S. athletic events, Board Meetings, and our Learning updates. All events are viewable on our YouTube channel. Search USD 343 Media. 1 staff member needed for Board meetings and Learning updates, 3 staff members for basketball games, and 4 for football games. Pay rate was \$14 per hour.	Expenditure is not an ESSER allowable use



Recent examples of requests requiring KSDE follow-up with districts

Example request requiring follow-up	Rationale for follow-up
<p>"AED's-7-To address health concerns of both students and staff who may have acquired heart issues due to COVID and in preparation of community and visitors to the buildings, who may have developed heart conditions due to COVID."</p>	<ul style="list-style-type: none"> • Expenditure does not address an ESSER II allowable use
<p>"FB Field Wireless Powerbeam and Wireless Access Point-to use with camera system. Actual costs to install a wireless connection to the cameras at the football field to provide parents, relatives, and community to observe games while quarantining and promote social distancing by not having to attend the school activities."</p>	<ul style="list-style-type: none"> • Extracurricular costs are not an allowable use under ESSER II
<p>"Hazard/Retention Stipend (all staff) [...] With over 110 known positive cases and 623 individuals determined to be close contacts [...], it is clear that the staff put the needs of our students first while navigating a world-wide pandemic. While it could not have eliminated learning loss, having our staff work in-person with students surely helped to lessen the learning loss caused by COVID and we hope to compensate them for this service."</p>	<ul style="list-style-type: none"> • Stipends for all staff members (bonuses) are not an allowable use under ESSER II • Description does not adequately provide the hazardous circumstances for each staff member receiving hazard pay; Hazard pay is additional pay for performing hazardous duty or work involving physical hardship, in each case that is related to COVID-19



Any questions or comments on ineligible requests or requests requiring follow-up with districts?



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: 55 ESSER II applications (includes 20 reviewed last week)



Next steps and plan for upcoming 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 schools & Service Centers of reconsideration request determinations
- **Next Task Force meeting scheduled for 5/21 (no meeting on 5/14)**



Suggested plan for upcoming Task Force meetings

State Board Meeting: May 11-12

May 14

No Task Force meeting

May 21

Review early batch of ESSER II applications
Share update on ESSER I reporting

May 28

No Task Force meeting (Memorial Day Weekend)

Jun 4

Review next batch of ESSER II applications
Vote on both batches
Share update on ESSER I reporting

State Board Meeting: June 8-9



Thank You



EANS I Reconsideration Overview and Table of Contents

Application	SCHOOL PROFILES							EANS I Round 1			EANS I Reconsideration			Eligible Totals			
	School name	Bldg #	City	USD	K-12 grades served	Total students	Low-Income students	% Low-Income students	Total value requested	Total value eligible	Total value ineligible	Total value requested	Total value eligible	Total value ineligible	Total value eligible	% Eligible of total value requested	Total eligible value per student
1	Sacred Heart of Jesus Catholic School	0234	Shawnee	204	K-8	400	0	0%	\$ 470,340	\$ 187,328	\$ 283,012	\$ 158,928	\$ -	\$ 158,928	\$ 187,328	40%	\$ 468
2	Heritage Christian Academy	0276	Overland Park	230	K-12	541	99	18%	\$ 238,171	\$ 238,171	\$ -	\$ 26,128	\$ 24,718	\$ 1,410	\$ 262,889	99%	\$ 486
3	St. Mary's Catholic School	0940	Fort Scott	234	K-6	66	23	35%	\$ 279,778	\$ 259,130	\$ 20,647	\$ 12,064	\$ 12,064	\$ -	\$ 271,194	97%	\$ 4,109
4	St. Catherine of Siena Catholic School	0941	Wichita	266	K-8	408	16	4%	\$ 353,127	\$ 274,227	\$ 78,900	\$ 44,749	\$ 44,749	\$ -	\$ 318,976	90%	\$ 782
5	St. Mary's Colgan Catholic High School	1334	Pittsburg	250	7-12	225	47	21%	\$ 443,019	\$ 202,905	\$ 240,114	\$ 123,567	\$ 97,164	\$ 26,404	\$ 300,068	68%	\$ 1,334
6	All Saints Catholic School - Wichita	1856	Wichita	259	K-8	168	114	68%	\$ 696,197	\$ 511,611	\$ 184,585	\$ 59,438	\$ 56,811	\$ 2,627	\$ 568,422	82%	\$ 3,383
7	Christ the King Catholic School	1864	Wichita	259	K-8	108	49	45%	\$ 354,044	\$ 313,375	\$ 40,668	\$ 32,539	\$ 32,539	\$ -	\$ 345,914	98%	\$ 3,203
8	St. Francis of Assisi Catholic School	1886	Wichita	259	K-8	531	12	2%	\$ 831,744	\$ 803,910	\$ 27,834	\$ 23,147	\$ 23,147	\$ -	\$ 827,057	99%	\$ 1,558
9	Resurrection Catholic School -Wichita	1887	Wichita	259	K-8	175	14	8%	\$ 684,850	\$ 542,301	\$ 142,549	\$ 12,463	\$ 12,463	\$ -	\$ 554,764	81%	\$ 3,170
10	St. Joseph Catholic School	1888	Wichita	259	K-8	121	80	66%	\$ 615,115	\$ 482,163	\$ 132,952	\$ 11,700	\$ 11,700	\$ -	\$ 493,863	80%	\$ 4,082
11	St. Margaret Mary Catholic School-Wichita	1892	Wichita	259	K-8	199	167	84%	\$ 415,471	\$ 374,095	\$ 41,376	\$ 35,627	\$ 35,627	\$ -	\$ 409,722	99%	\$ 2,059
12	Magdalen Catholic School	1900	Wichita	259	K-8	441	32	7%	\$ 453,228	\$ 267,616	\$ 185,612	\$ 79,777	\$ 79,777	\$ -	\$ 347,392	77%	\$ 788
13	St. Mary Parish Catholic School	1952	Derby	260	K-8	296	35	12%	\$ 181,888	\$ 179,858	\$ 2,030	\$ 2,030	\$ 1,219	\$ 811	\$ 181,077	100%	\$ 612
14	St. Peter Catholic School Wichita	2040	Wichita	265	K-8	302	57	19%	\$ 644,997	\$ 488,402	\$ 156,595	\$ 5,254	\$ -	\$ 5,254	\$ 488,402	76%	\$ 1,617
15	St. Joseph Catholic School Ost	2080	Mt. Hope	267	K-8	130	24	18%	\$ 352,210	\$ 212,077	\$ 140,133	\$ 6,424	\$ 6,424	\$ -	\$ 218,501	62%	\$ 1,681
16	St. John Elementary School	2244	Beloit	273	K-5	81	39	48%	\$ 325,800	\$ 90,794	\$ 235,007	\$ 109,419	\$ 43,258	\$ 66,161	\$ 134,051	41%	\$ 1,655
17	St. John High School	2246	Beloit	273	6-12	89	29	33%	\$ 700,482	\$ 320,671	\$ 379,811	\$ 164,705	\$ 45,321	\$ 119,384	\$ 365,991	52%	\$ 4,112
18	Holy Cross Catholic School	3144	Hutchinson	308	K-6	237	74	31%	\$ 322,224	\$ 308,064	\$ 14,160	\$ 6,360	\$ 6,360	\$ -	\$ 314,423	98%	\$ 1,327
19	Marysville Good Shepherd Lutheran	4560	Marysville	364	K-8	46	13	28%	\$ 85,891	\$ 55,722	\$ 30,169	\$ 10,400	\$ -	\$ 10,400	\$ 55,722	65%	\$ 1,211
20	Manhattan Catholic Schools	5152	Manhattan	383	K-8	227	13	6%	\$ 102,903	\$ 86,417	\$ 16,486	\$ 8,521	\$ 8,521	\$ -	\$ 94,938	92%	\$ 418
21	St. Joseph Catholic School McPherson	6060	McPherson	418	K-6	105	Redacted	N/A	\$ 215,551	\$ 202,820	\$ 12,731	\$ 8,694	\$ -	\$ 8,694	\$ 202,820	94%	\$ 1,932
22	St. Andrew's Elementary School	6486	Abilene	435	K-5	84	11	13%	\$ 321,390	\$ 273,501	\$ 47,889	\$ 18,719	\$ 18,719	\$ -	\$ 292,220	91%	\$ 3,479
23	Saints Peter and Paul School	6664	Seneca	115	K-8	196	19	10%	\$ 370,972	\$ 148,784	\$ 222,187	\$ 137,552	\$ 87,100	\$ 50,453	\$ 235,884	64%	\$ 1,203
24	Xavier Catholic School	7036	Leavenworth	453	K-8	115	20	17%	\$ 414,845	\$ 211,055	\$ 203,790	\$ 125,699	\$ -	\$ 125,699	\$ 211,055	51%	\$ 1,835
25	St. Dominic Catholic School	7145	Garden City	457	K-6	115	20	17%	\$ 147,690	\$ 140,599	\$ 7,091	\$ 7,091	\$ 6,738	\$ 352	\$ 147,337	100%	\$ 1,281
26	Holy Name Catholic School, Winfield	7340	Winfield	465	K-6	35	Redacted	N/A	\$ 191,684	\$ 147,328	\$ 44,356	\$ 18,823	\$ 18,823	\$ -	\$ 166,151	87%	\$ 4,747
27	Ascension Catholic School	7784	Overland Park	229	K-8	543	Redacted	N/A	\$ 348,241	\$ 74,771	\$ 273,470	\$ 42,590	\$ 42,590	\$ -	\$ 117,361	34%	\$ 216
28	Holy Family Elementary	7980	Hays	489	K-6	318	54	17%	\$ 510,253	\$ 98,121	\$ 412,132	\$ 207,813	\$ 29,551	\$ 178,262	\$ 127,672	25%	\$ 401
29	Saint Matthew Catholic School	8566	Topeka	501	K-8	167	70	42%	\$ 400,605	\$ 365,768	\$ 34,837	\$ 34,837	\$ 33,049	\$ 1,788	\$ 398,817	100%	\$ 2,388
30	Cure' of Ars Catholic School	9002	Leawood	512	K-8	618	0	0%	\$ 519,117	\$ 369,986	\$ 149,131	\$ 93,066	\$ 93,066	\$ -	\$ 463,052	89%	\$ 749
31	Good Shepherd Catholic School (Shawnee)	9015	Shawnee	512	K-8	334	12	4%	\$ 373,415	\$ 338,668	\$ 34,747	\$ 155,444	\$ 155,444	\$ -	\$ 494,112	132% ¹	\$ 1,479
32	St. Joseph School Shawnee	9018	Shawnee	512	K-8	377	25	7%	\$ 412,093	\$ 291,634	\$ 120,459	\$ 44,200	\$ 44,200	\$ -	\$ 335,834	81%	\$ 891
33	Holy Cross Catholic School	9023	Overland Park	512	K-8	180	41	23%	\$ 356,093	\$ 339,871	\$ 16,222	\$ 73,403	\$ 63,835	\$ 9,568	\$ 403,707	113% ¹	\$ 2,243
34	Bethany Lutheran School	9710	Overland Park	512	K-8	159	38	24%	\$ 203,932	\$ 184,771	\$ 19,161	\$ 15,260	\$ 15,260	\$ -	\$ 200,031	98%	\$ 1,258
35	Corpus Christi Catholic School	9892	Lawrence	497	K-8	259	10	4%	\$ 413,522	\$ 215,677	\$ 197,846	\$ 197,846	\$ -	\$ 197,846	\$ 215,677	52%	\$ 833
36	John Paul II Catholic School	9893	Overland Park	512	K-8	164	67	41%	\$ 310,573	\$ 293,535	\$ 17,038	\$ 164,102	\$ 164,102	\$ -	\$ 457,637	147% ¹	\$ 2,790
37	Cornerstone Classical School	9999	Salina	305	K-11	82	15	18%	\$ 79,417	\$ 10,412	\$ 69,005	\$ 15,081	\$ -	\$ 15,081	\$ 10,412	13%	\$ 127
Total						8642	1339	15%	\$ 14,140,870	\$ 9,906,138	\$ 4,234,732	\$ 2,293,458	\$ 1,314,337	\$ 979,121	\$ 11,220,475	79%	\$ 1,260

1. Total eligible value for this school is greater than value initially requested because some reconsideration requests increased in value above the initial request

Building #	School Name
0234	Sacred Heart Elementary

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0234-1-006	Ineligible	Does not adequately describe why a color laser printer is necessary to address learning loss	Due to Covid and interruptions to learning, students have many skill gaps and social emotional struggles that are affecting learning. A color laser printer will allow teachers to differentiate work in a colorful way that will motivate students to work and close skill gaps.		\$ 528.95	Table 1 - Service Center Menu	HP Color LaserJet Pro M454dw - Color Laser - Printer	Teachers need to be able to prepare lessons for remote learners by scanning in documents to send home.	Educational technology - Hardware	1	\$ 528.95	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
0234-1-007	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	As we space students out in our classrooms, there are 4 rooms that students have to sit against all walls. Our current projection devices do not produce high enough resolution (brightness/clarity) enough so that students can see it from every spot in the room.	4	\$ 28,357.69	Table 1 - Service Center Menu	SMART Board MX086-V2 Pro interactive display with IQ SBID-MX286-V2-PW MX Se	In order to educate students that are in the classroom and remote, we need to improve technology to instruct and display the content.	Educational technology - Hardware	6	\$ 42,536.53	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
0234-1-008	Ineligible	Does not adequately describe why an Elmo document camera is necessary to address learning loss	Due to Covid and interruptions to learning, students have many skill gaps and social emotional struggles that are affecting learning. A color laser printer will allow teachers to differentiate work in a colorful way that will motivate students to work and close skill gaps.		\$ 6,740.18	Table 1 - Service Center Menu	Elmo TT-12W STEM-CAM - document camera	In order to educate students that are in the classroom and remote, we need to improve technology to instruct and display the content.	Educational technology - Hardware	8	\$ 6,740.18	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
0234-2-001	Ineligible	Not allowable under EANS allowable uses	Due to Covid and the extra burdens for staffing to ensure proper social distancing and cleaning, we have only been able to have hot lunch two days a week during the 20-21 school year. Hiring staff would enable us to serve hot lunch 5 days a week next school year, ensure school vitality and financial stability.	I still need two full time people, but can change the hourly rates to \$18 and \$16 per hour.	\$ 99,436.76	Table 2 - Full-Time Personnel	Food Services	Our food service was supplied by a local restaurant. In the past, we had to credit families who had sick children and still pay the them the amount ordered one week ahead of time. They wanted to be closed because of labor costs one week day. For the 2020-21 school year, we only had hot lunch available 2 days per week.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 99,436.76	Does not adequately describe how the request will address an incremental COVID need
0234-3-001	Ineligible	Not allowable under EANS allowable uses	Due to Covid and the extra burdens for staffing to ensure proper social distancing and cleaning, we have only been able to have hot lunch two days a week during the 20-21 school year. Hiring staff would enable us to serve hot lunch 5 days a week next school year, ensure school vitality and financial stability.	change the salary to \$15 per hour	\$ 23,864.79	Table 3 - Part-Time Personnel	Food Services	Our food service was supplied by a local restaurant. In the past, we had to credit families who had sick children and still pay the them the amount ordered one week ahead of time. They wanted to be closed because of labor costs one week day. For the 2020-21 school year, we only had hot lunch available 2 days per week.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	1300	\$ 31,534.92	Does not adequately describe how the request will address an incremental COVID need

Building #	School Name
0276	Heritage Christian Academy

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-1-001	Eligible	Per call with school business office, totals were adjusted from original submission to address the need in the 2020-2021 school year. We also addressed the needs for future years. The summer counts remained the same as the original requests.	cloth masks for staff/coaches		\$ 299.00	Table 1 - Service Center Menu	Cloth Mask-Adult		Personal Protective Equipment (PPE)	5	\$ 299.00	N/A
0276-1-002	Eligible		garbage bags for addl trash cans		\$ 579.46	Table 1 - Service Center Menu	BAGS, Liner, Trash Can 40x46, X Heavy. EXTRA HEAVY. Pitt 1.8 Mil TM-48-T Black		Supplies to sanitize, disinfect, and clean school facilities	19	\$ 579.46	N/A
0276-1-003	Eligible	There are multiple requests for masks - the school stated that because there are two campuses with almost 800 students, each campus needs to order for their own campus staff and students	disposable face masks		\$ 579.12	Table 1 - Service Center Menu	Primo Care Disposable 3 Ply Face Masks, 99% PFE, Box of 50		Personal Protective Equipment (PPE)	41	\$ 579.12	N/A
0276-1-004	Eligible	There are multiple requests for masks - the school stated that because there are two campuses with almost 800 students, each campus needs to order for their own campus staff and students	face shields		\$ 1,112.57	Table 1 - Service Center Menu	Primo Medical Face Shield, Pack of 10		Personal Protective Equipment (PPE)	51	\$ 1,112.57	N/A
0276-1-005	Eligible		laundry detergent		\$ 807.66	Table 1 - Service Center Menu	Detergent, DISINFECTANT Solid Insure		Supplies to sanitize, disinfect, and clean school facilities	5	\$ 807.66	N/A
0276-1-006	Eligible		paper towels		\$ 927.14	Table 1 - Service Center Menu	Towels, Paper, Ultra Value, 2 ply, 11 x 14"		Supplies to sanitize, disinfect, and clean school facilities	38	\$ 927.14	N/A
0276-1-007	Eligible	There are multiple requests for masks - the school stated that because there are two campuses with almost 800 students, each campus needs to order for their own campus staff and students	N95 masks		\$ 143.52	Table 1 - Service Center Menu	KN-95 - 95% Filtration Soft Mask		Personal Protective Equipment (PPE)	12	\$ 143.52	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-1-008	Eligible		hand sanitizer-foam		\$ 2,342.55	Table 1 - Service Center Menu	Dial Fit Hand Sanitizer Foam		Supplies to sanitize, disinfect, and clean school facilities	25.5	\$ 2,342.55	N/A
0276-1-009	Eligible		disinfectant		\$ 487.97	Table 1 - Service Center Menu	Disinfectant, pre-mixed (5-gallon bucket)		Supplies to sanitize, disinfect, and clean school facilities	5	\$ 487.97	N/A
0276-1-010	Eligible		disposable gloves		\$ 71.98	Table 1 - Service Center Menu	Gloves, Vinyl (PVC), MEDIUM, Powder Free		Supplies to sanitize, disinfect, and clean school facilities	2	\$ 71.98	N/A
0276-1-011	Eligible		covid tests		\$ 1,973.40	Table 1 - Service Center Menu	Realy Tech COVID-19 Rapid Test Kit		Personal Protective Equipment (PPE)	22	\$ 1,973.40	N/A
0276-1-012	Eligible		hand sanitizer		\$ 405.44	Table 1 - Service Center Menu	Hand Sanitizer Gel - Gallon		Supplies to sanitize, disinfect, and clean school facilities	5	\$ 405.44	N/A
0276-5-001	Eligible	Notes from follow-up with school: Some coaches are staff, but most are 1099 contractors.	masks for staff/coaches		\$ 722.25	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 722.25	N/A
0276-5-002	Eligible		garbage bags-55 gallon (2)		\$ 27.96	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 27.96	N/A
0276-5-003	Eligible	Notes from follow-up with school: Thermometers at each entrance and exit, front desk, other entries, as well as classrooms. All classrooms in the elementary have thermometers.	thermometers (4)		\$ 275.96	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 275.96	N/A
0276-5-004	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face masks-caseof 500 (2)		\$ 539.98	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 539.98	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-005	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face masks-caseof 500 (1)		\$ 269.99	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 269.99	N/A
0276-5-006	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	thermometers (4)		\$ 199.96	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 199.96	N/A
0276-5-007	Eligible		plexiglass, supplies for front office divider (1)		\$ 115.42	Table 5 - Reimbursements	Reimbursement		Physical barriers to facilitate social distancing		\$ 115.42	N/A
0276-5-008	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face shields of 10 pcs (2)		\$ 59.98	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 59.98	N/A
0276-5-009	Eligible		desk microphone (2)		\$ 39.98	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 39.98	N/A
0276-5-010	Eligible	Notes from follow-up with school: Use for uniforms, towels, table cloths	laundry detergent-210 oz (1)		\$ 9.98	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 9.98	N/A
0276-5-011	Eligible		paper towels (4)		\$ 130.72	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 130.72	N/A
0276-5-012	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face masks-50 (10)		\$ 74.70	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 74.70	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-013	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	laundry detergent (2)		\$ 21.75	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 21.75	N/A
0276-5-014	Eligible		disposable cups/lids (1)		\$ 46.46	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 46.46	N/A
0276-5-015	Eligible		garbage bags-55 gallon (1)		\$ 55.92	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 55.92	N/A
0276-5-016	Eligible		garbage bags-39 gallon (1)		\$ 30.96	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 30.96	N/A
0276-5-017	Eligible		Ecos Plus (1)		\$ 15.94	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 15.94	N/A
0276-5-018	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face masks 50pk (10)		\$ 139.90	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 139.90	N/A
0276-5-019	Eligible		soap dispensers, assembly (4)		\$ 1,215.68	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 1,215.68	N/A
0276-5-020	Ineligible	Not allowable under EANS reimbursement allowable uses	Dyslexia webinar-SPED (1)		\$ 9.95	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 9.95	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-021	Eligible		Paper towels (2)		\$ 10.78	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 10.78	N/A
0276-5-022	Eligible		hand sanitizer-foam (1)		\$ 838.56	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 838.56	N/A
0276-5-023	Eligible		paper towels (4)		\$ 103.28	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 103.28	N/A
0276-5-024	Eligible		paper towels (1)		\$ 27.98	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 27.98	N/A
0276-5-025	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	clear masks-10 (1)		\$ 80.95	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 80.95	N/A
0276-5-026	Eligible		disinfectant (4)		\$ 25.92	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 25.92	N/A
0276-5-027	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	clear masks-24 (4)		\$ 268.00	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 268.00	N/A
0276-5-028	Eligible		Rubbermaid trash can (2)		\$ 64.68	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 64.68	N/A
0276-5-029	Eligible		disinfectant spray bottles (6)		\$ 101.94	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 101.94	N/A
0276-5-030	Eligible		handle wrap (1)		\$ 53.70	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 53.70	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-031	Eligible		Rubber maid garbage can-55 gallon (2)		\$ 155.06	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 155.06	N/A
0276-5-032	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	thermometers (7)		\$ 439.85	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 439.85	N/A
0276-5-033	Eligible		reusable gloves (1)		\$ 14.98	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 14.98	N/A
0276-5-034	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	thermometers (2)		\$ 227.07	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 227.07	N/A
0276-5-035	Eligible		disposable gloves (1)		\$ 14.99	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 14.99	N/A
0276-5-036	Eligible		vinyl disposable gloves (1)		\$ 17.99	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 17.99	N/A
0276-5-037	Eligible		garbage can (1)		\$ 32.34	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 32.34	N/A
0276-5-038	Eligible		face mask lanyard 20 pc (1)		\$ 11.99	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 11.99	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-039	Eligible		face mask lanyard 20 pc (2)		\$ 32.28	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 32.28	N/A
0276-5-040	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face guard 10pc (1)		\$ 15.99	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 15.99	N/A
0276-5-041	Eligible		disinfectant spray bottles (5)		\$ 74.95	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 74.95	N/A
0276-5-042	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	thermometers (6)		\$ 357.82	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 357.82	N/A
0276-5-043	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	thermometers (3)		\$ 132.57	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 132.57	N/A
0276-5-044	Eligible		social distancing floor decals 20pk (7)		\$ 118.93	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 118.93	N/A
0276-5-045	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face shield 5pk (1)		\$ 8.50	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 8.50	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-046	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	thermometers (4)		\$ 131.96	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 131.96	N/A
0276-5-047	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	N95 masks 4pk (1)		\$ 66.99	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 66.99	N/A
0276-5-048	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	clear face masks (1)		\$ 24.99	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 24.99	N/A
0276-5-049	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	clear masks-24 (1)		\$ 73.10	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 73.10	N/A
0276-5-050	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	clear masks-24 (3)		\$ 201.00	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 201.00	N/A
0276-5-051	Eligible		sneeze guard plexi-glass shield for desk (1)		\$ 57.99	Table 5 - Reimbursements	Reimbursement		Physical barriers to facilitate social distancing		\$ 57.99	N/A
0276-5-052	Eligible		paper towels (3)		\$ 95.94	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 95.94	N/A
0276-5-053	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	face shield visor (1)		\$ 60.99	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 60.99	N/A
0276-5-054	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	anti-splash face shield 9pk (1)		\$ 35.37	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 35.37	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-055	Eligible		command clips for masks (8)		\$ 87.20	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 87.20	N/A
0276-5-056	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	thermometers (1)		\$ 32.72	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 32.72	N/A
0276-5-057	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	masks for students (5)		\$ 23.50	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 23.50	N/A
0276-5-058	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	masks for students (5)		\$ 31.50	Table 5 - Reimbursements	Reimbursement		Personal Protective Equipment (PPE)		\$ 31.50	N/A
0276-5-059	Eligible	Notes from follow-up with school: Larger instruments, wanted covers for mouth pieces and front of instruments to keep safe from contamination.	instrument covers (5)		\$ 94.05	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 94.05	N/A
0276-5-060	Eligible		wall mount trash cans (3)		\$ 733.99	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 733.99	N/A
0276-5-061	Eligible	Notes from follow-up with school: Because of two campuses, each campus ordered for their own campus.	sanitizer dispensers (6)		\$ 1,050.00	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 1,050.00	N/A
0276-5-062	Eligible		Geneon fogger/mister unit (1)		\$ 733.50	Table 5 - Reimbursements	Reimbursement		Supplies to sanitize, disinfect, and clean school facilities		\$ 733.50	N/A

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0276-5-063	Eligible		choral music for individual folders (100)		\$ 479.05	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 479.05	N/A
0276-5-064	Ineligible	Not allowable under EANS allowable uses	lockable ball cart (5)		\$ 1,400.00	Table 5 - Reimbursements	Reimbursement		Other materials, supplies or equipment recommended by the CDC for reopening and operation of school facilities to effectively maintain health and safety		\$ 1,400.00	N/A
0276-5-065	Eligible		covid tests (75)		\$ 3,750.00	Table 5 - Reimbursements	Reimbursement		Expanding capacity to administer coronavirus testing to effectively monitor and suppress the virus		\$ 3,750.00	N/A

Building #	School Name
0940	St. Mary's Catholic School- Fort Scott

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0940-4-001	Eligible	KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular	There is much greater need presently than ever before for our teachers to given attention to the social and emotional needs of our 66 elementary students. At all grade levels we are experiencing students who are anxious, depressed, and not-confident in their ability to navigate through the pandemic. This has been shared in numerous conversations with students who are not handling the changes in their life that have been brought on with the pandemic. We have dealt with a death in our community due to Covid-19, a lady who was beloved by many school families. We have a staff member that lost a cousin to Covid-19 (he was the very first confirmed Covid-19 death in Kansas.) We have students whose grades are far below their normal performance. We have students who are dealing with depression. We have a set of twins currently who experience panic attacks every single morning when coming to and arriving at school because they are afraid that they won't see their parents again after drop-off. This training of social emotional content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken and is continuing to take a toll on so many. Our teachers need this training!		\$ 6,864.00	Table 4 - Other Requests	New Service	Restorative Discipline Coaching- Lynne Lang One-Day Coaching/Training for our building, in order to help us integrate the VBRD restorative discipline system, and help our students social-emotional development. Relationships have been one damaging aspect of Covid, with masks and social distancing, and we want to help our kids overcome these setbacks.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 6,864.00	Non-secular content is not permissible under EANS funding
0940-4-002	Eligible	Subject to substitution of a similar product to satisfy COVID need	Per our request for additional laptops, we need secure charging stations where we can shuttle devices between classes so that they are utilized to the fullest extent possible. The purchase of computer carts is a necessity when using devices in this manner.		\$ 1,560.00	Table 4 - Other Requests	New Service	Computer Carts- We are buying new laptops for students to check out and use at home when in quarantine, but also for them to work online with learning programs that will identify and supplement learning gaps. We need charging carts to house the computers.	Educational technology - Hardware	0	\$ 1,560.00	Tied to computer request, which was deemed ineligible
0940-4-008	Eligible	Subject to substitution of a similar product to satisfy COVID need	Devices needed for continued support of students who have experienced learning loss as incurred from data. Our formative assessment data (ESGI, Dibels) has identified significant learning gaps for some students, and we utilize online programs to bridge those gaps and supplement deficiencies. We do not currently have enough devices in the building for all classes to be able to do this. These chrome books can utilize programs that constantly identify strengths and weaknesses and modify programs due to need. This will be critical for us in getting kids caught up.		\$ 3,640.00	Table 4 - Other Requests	New Service	New Laptops- These will be used during summer camps and also during the school year for students to check out and take home during quarantine or to do extra supplemental work that diagnoses deficiencies and works to supplement with skills that bridge the gaps. The students will use these laptops at school everyday too on the the same types of programs (MobyMax, BrainPop, etc.)	Educational technology - Hardware	0	\$ 3,640.00	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
0941	St. Catherine of Siena Catholic School, Wichita

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
0941-1-001	Eligible	Subject to substitution of a similar product to satisfy COVID need	29 upgraded laptops to adequately run the apps and platforms needed during hybrid and remote instruction as dictated by COVID-19 quarantine protocols. This hardware will allow students in grades 4-8 to be connected with each other and with the teachers in small groups and one-on-one sessions for recovery of individualized skills that have been identified throughout this 2020-21 school year as needing remediation particularly in math in order to rebound the learning lost over the past 12 months.		\$ 44,748.95	Table 1 - Service Center Menu	Dell Latitude 5410 - 14" - Core i5 10210U - 8 GB RAM - 256 GB SSD	29 classroom laptops to replace old unreliable devices that are not effective in running various platforms used by classroom teachers during hybrid learning.	Educational technology - Connectivity	29	\$ 44,748.95	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)

Building #	School Name
1334	St. Mary's Colgan JH/HS - Pittsburg, KS

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1334-1-001	Eligible		The purchase of chromebooks are needed to provide a uniform internet based platform that allows for individualized instruction in all curriculum areas, but especially in math and language arts. We need 225 for the students we have in grades 7-12. Covid has spread the skill level of our students from those who have mastered concepts to the many who need extra practice and reinforcement. The need to recover skills that have been either lost or simply not covered has been evident all year. We have more low performing students than ever. The teachers overall report challenges in mastery. Teachers have identified individualized programs such as KHAN Academy that will be used in all grades if the students had access to the technology. Allowing for more individualized instruction through online sites and applications, will help with achievement and provide the needed reinforcement to make up for the deficiencies. On my original request, I had indicated 250, as I know that we will need substitute chromebooks as devices from time to time will need to be fixed. However, I do understand this funding can not be used for that and thus I have lowered the request to be 225.	225	\$ 77,573.46	Table 1 - Service Center Menu	Samsung Chromebook 4 - 11.6" - Celeron N4000 - 6 GB RAM - 64 GB eMMC	The purchase of Chromebooks are needed to provide a consistency of device in our school; as teachers use platforms for learning recovery, a common platform is essential.	Educational technology - Hardware	250	\$ 86,192.73	Does not adequately describe how request will address an incremental COVID need. School has requested more Chromebooks than they have students (current enrollment 225)
1334-1-002	Eligible		Ten iPads for students with Individualized Learning Plans (ILPs). These students are learning challenged students identified by our school, but are not on an IEP that is supported by the public school system. These students' academics greatly decreased because of the loss of support and quarantines because of COVID-19. The iPads would be used for 2 freshman, 4 sophomores and 4 juniors. The use of these iPads would allow them to use Apple Apps that are beneficial to their specific learning deficiencies. An example would be the use of "kami" or the "notes" application within an Ipad. This would allow any document to be created into a pdf and would allow the student and teacher to work on a worksheet together for more timely feedback and support of the assignment. Another use would be to allow these students who fell behind in ELA to use ebooks to supplement the current curriculum.		\$ 4,068.07	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2"	Ten iPads, for students on IEPs who struggled with an inconsistency of learning and the lack of one on one.	Educational technology - Hardware	10	\$ 4,068.07	IEP support is provided by the local public school district.
1334-4-002	Eligible	Subject to substitution of a similar product to satisfy COVID need	225 Chromebook Cases - to protect the chromebooks	225	\$ 7,020.00	Table 4 - Other Requests	New Service	250 Chromebook Cases - to protect the chromebooks needed for learning.	Educational technology - Other	0	\$ 7,800.00	Tied to computer request, which was deemed ineligible
1334-4-003	Eligible	Subject to substitution of a similar product to satisfy COVID need	225 Chromebook licensing to allow chromebooks to be monitored and maintained	225	\$ 8,190.00	Table 4 - Other Requests	New Service	250 Chromebook Licensing - this will allow us to maintain	Educational technology - Software	0	\$ 9,100.00	Tied to computer request, which was deemed ineligible

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1334-4-004	Eligible	Subject to substitution of a similar product to satisfy COVID need	10 iPad cases to protect iPads needed for ILP (individualized learning plan) students.		\$ 312.00	Table 4 - Other Requests	New Service	10 Ipad Cases - to protect Ipad needed for learning	Educational technology - Other	0	\$ 312.00	Tied to computer request, which was deemed ineligible
1334-4-005	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	The St. Mary's Colgan Summer Retreat/Conference/Camp (The "Let's Go" Summer Retreat) will be a great opportunity for our students to return to normal after a year of COVID restrictions and regulations. We also had several students who dealt with family loss and hospitalizations because of COVID-19. This will impact 80-100 students. We are excited for our students to have this potential opportunity to gather in a spirit of fellowship, fun, and formation - they will hear talks from different speakers about identity, leadership, renewal, school and class unity, and how to move forward after this past year of COVID-19 difficulties. They will have the opportunity to grow closer as friends, as a class, and as a school through team-building activities provided by Sky Ranch. We are excited about the chance to invigorate and energize our students after a difficult year and start a new school year off with an exciting start!	We initially asked for this for the next 3 summers but feel it is extremely important for this initial summer. We feel this is a great way to help our students past some of the hardships and bumps caused by COVID-19.	\$ 26,403.52	Table 4 - Other Requests	New Service	Let's Go - Summer camp to develop social and emotional skills - a time of reconnecting, goals setting, team building, and fun.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 79,210.56	Does not adequately describe why request is necessary and reasonable to address an incremental COVID need

Building #	School Name
1856	All Saints Catholic School - Wichita

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1856-1-043	Eligible	Subject to substitution of a similar product to satisfy COVID need	In need of 2 projectors for 5th and 6th grade teachers to specifically use to aid 5th and 6th students who have been identified with need for learning recovery in math and reading. This subset of students are ESOL and at risk students that have been identified as having a strength in visual learning for which we will capitalize on with the use of projectors. They will allow this subset of students to visually see notes and assignments in order to aid them in grasping math and reading skills that have been identified as below grade level. The lack of consistency of remote learning and being in quarantine has put this group of students in the below grade level performance range.		\$ 955.13	Table 1 - Service Center Menu	NEC MC372X 3700-Lumen XGA Classroom Projector	To facilitate technological learning due to hybrid learning and while students are in quarantine due to Covid-19	Educational technology - Hardware	9	\$ 4,298.07	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
1856-1-044	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	The revised request is for one mobile Promethean Board. We will designate the mobile board to be used for grades 5 and 6 (40 students) where the teachers team teach and do not have access to a board. We have been in person school for much of the year. However, we have had many students quarantined due to parents and family members testing positive. We have had very few days where we don't have students in quarantine. Our teachers are zooming with their students when they are quarantined. We have seen examples of schools that are using Promethean boards to better connect the students at home with the students at school. The students who are quarantined have very limited capability to interact with their classmates. Currently our teachers are zooming on laptops and the screen is too small for whole class interactions. We have seen in these examples that students are much more engaged at home and at school when they have more real life interactions. This makes it much more effective in catching students up from lost learning and also a big boost for social/emotional wellness which we have seen decline this year.		\$ 2,627.00	Table 1 - Service Center Menu	Promethean ActivPanel Nickel 65" 4K TFT LCD Interactive Display	In need of two Promethean ActivePanel for an additional classrooms that were added due to Covid-19	Educational technology - Hardware	2	\$ 5,026.36	Does not adequately demonstrate reasonableness of cost vs. impact

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1856-1-047	Eligible	Subject to substitution of a similar product to satisfy COVID need	Purchase 10 Laptops to utilize reinforcement and remediation curriculum for 10-12 students in the 5-8th grades who have fallen behind in all subjects, but primarily math and ELA, as noted by their diagnostic and assessment scores this year. Teachers will be able to individualize the instruction for these students. These computers will also be used to instruct quarantined and hybrid students.	I understand that my request was deemed ineligible due to reasonableness. I would like to revise my request to 10 laptops to be used for 10-12 students in the 5th-8th grades that have fallen behind in all subjects. Devices needed for continued support of students who have experienced learning loss as incurred from data and to instruct quarantined and hybrid students.	\$ 15,430.67	Table 1 - Service Center Menu	Dell Latitude 5410 - 14" - Core i5 10210U - 8 GB RAM - 256 GB SSD	To support teacher technological needs to teach in person and hybrid due to Covid-19.	Educational technology - Hardware	15	\$ 23,146.01	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
1856-4-001	Eligible	Subject to substitution of a similar product to satisfy COVID need	As reflected in Diagnostic and Dibels testing, students have retained far less than year's prior and thus Chromebooks for ninety K-8 ESOL and at-risk students will allow teachers to select reading and math materials for each child's level to read and feel success with both math and reading. The Chromebooks will allow students access to whole class learning as well as differentiated learning due to deficits they experienced since the spring semester of 2019-2020 school year. Devices needed for continued support of students who have experienced learning loss as incurred from data and to continue social distancing and minimize cross contamination of multiple students using the same device. Chromebooks need to be stored safely so I am requesting 3 carts to protect and store them.	I understand that my request was deemed ineligible due to reasonableness. I would like to revise my request to ninety Chromebooks to be used for 90 K-8 students that showed significant learning loss since the spring semester of the 2019-2020 school year, and three Chromebook carts to store and protect the Chromebooks. In my original request I stated that I wanted the Chromebooks spread out over 3 years as to not have such a big request in one year. However, due to loss of learning of approximately 54% our K-8 students that are ESOL and at-risk, I am requesting that all Chromebooks be available for the 2021-2022 school	\$ 30,420.00	Table 4 - Other Requests	New Service	This is a request for 30 Chromebooks and a charging cart from Two Trees Technologies in Wichita, KS (200 N. Emporia, Suite 300) for hybrid remote learning and/or individual students who are physically compromised due to COVID.	Educational technology - Hardware	0	\$ 30,420.00	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1856-4-006	Eligible	KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular	Faculty need to be trained in dealing with social/emotional challenges brought on by COVID. There is a great need for our teachers to give attention to the social and emotional needs of our 168 K-8 students. This year our 15 teachers and staff have dealt with students that lack social and emotional skills. At all grade levels we are experiencing students that are anxious, depressed, and not-confident in their ability to navigate through the pandemic. This has been shared in numerous conversations with students who are not handling the changes in their life brought on with the pandemic. This data can be found in annual surveys, journal writing and in numerous conversations. We have experienced the loss of a faculty member loved by all students. Students grades are far below their normal performance. Students inability to make decisions, to gain trust in each other and students who are dealing with depression are apparent. This social emotional content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken its toll on emotional needs. Teachers have had no time to give	In my original request I stated this was training for teachers social emotional stress but in reality it is training for them to help students with their social emotional stress. Self-Awareness, Self-Management Social Awareness and Relationship Building. These are the categories the 168 students are needing immediate attention in order to recover from their lives being changed so much due to COVID 19. The topics covered in the categories are topics found in secular social emotional competencies and will be completely taught in this manner.	\$ 2,600.00	Table 4 - Other Requests	New Service	Contracting a trained facilitator for 1/2 day to help staff with social emotional stress in the 2020 - 2021 school year.- Peg Dubrowski - SEL Training	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 2,600.00	Non-secular content is not permissible under EANS funding
1856-4-007	Eligible		Faculty need to be trained in dealing with social/emotional challenges and negative behaviors brought on by COVID. There is a great need for our teachers to give attention to helping students repair relationships and reaffirm relationships through developing social and emotional skills for our 168 K-8 students. This year our 15 teachers and staff have dealt with students that lack social and emotional skills. At all grade levels we are experiencing students that are anxious, depressed, and not-confident in their ability to navigate through the pandemic. We have seen an increase in behavior problems due to the social emotional needs of our students. Students inability to make decisions, to gain trust in each other and students who are dealing with depression are apparent in their negative behaviors. This restorative behavior content will bring to light these topics and provide teachers with skills to incorporate into the classroom as the pandemic has taken its toll on emotional needs. Teachers have had no time to give to these topics and thus we see an overwhelming number of office referrals.	In my original request I stated this was training for new teachers but in reality it is training for all teachers to help students with their social emotional stress and negative behaviors. Restorative discipline will allow teachers to help the 168 students needing immediate attention in order to recover from their lives being changed so much due to COVID 19. The topics covered in Restorative Discipline; repairing relationships and reaffirming relationships through developing social and emotional skills are topics found in secular programs and will be completely taught in this manner.	\$ 7,404.80	Table 4 - Other Requests	New Service	Restorative discipline for new staff	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 7,404.80	Does not adequately describe how the request address an incremental COVID need (Limitation to new staff does not indicate a supplemental staff program due to COVID impact)

Building #	School Name
1864	Christ the King Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1864-1-002	Eligible		Devices needed for continued support of students who have experienced learning loss as incurred from data.	20	\$ 11,166.77	Table 1 - Service Center Menu	Dell Chromebook 3100 - 11.6" - Celeron N4020 - 4 GB RAM - 16 GB eMMC	Purchase 20 chromebooks to be checked out to quarantined students given that nearly 20% of our families have 3+ children in our school and one device at home, and a good number have no devices, making it difficult when the entire family is quarantined.	Educational technology - Hardware	40	\$ 11,166.77	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
1864-4-003	Eligible	KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular	The pandemic has intensified the need to address social/emotional needs of middle school students. We have seen a huge learning loss in this area. This year our middle school staff dealt with 43 6-8 grade students who lack social and emotional skills. They are anxious, depressed, and not confident in their ability to navigate through the pandemic. They have not handled the changes in their lives that have been brought on with the pandemic. They have expressed the plea for help in their annual survey, in journal writing and in numerous conversations. Grades are below their normal performance. 1 student expressed suicide ideation, 1 expressed serious threats to others and 5 started attending outside counseling. Students have a profound inability to make decisions, gain trust in each other and some students are dealing with depression. The 9 sessions will focus on the secular topics and from a secular view point in three categories: Self-Awareness, Self-Management, and Social Awareness and Relationship Building. The 3 categories the students are needing immediate attention in order to recover from their lives being changed so much due to COVID 19. The topics covered in the 3 categories are topics found in secular social emotional competencies.		\$ 21,372.00	Table 4 - Other Requests	New Service	Contract trained facilitator for 9 sessions with 45 6-8th students to help students with social emotional growth due to constant disruption of learning/lack of social skill development experienced in the 2020-21 school year.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 21,372.00	Non-secular content is not permissible under EANS funding; Applicant clarified Peg Dubrowski was intended facilitator

Building #	School Name
1886	St. Francis of Assisi Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1886-1-004	Eligible	Subject to substitution of a similar product to satisfy COVID need	We need 9 Elmo document cameras for nine K-2 classroom teachers to specifically use to aid 192 students who have been identified with needs for learning recovery in phonics, math and science. Approximately 65% of these students have been identified as having a strength in visual learning for which we want to enhance our visual communication of math and phonic skills, for students who have been identified as below grade level. Science classes have not been our primary focus this year, so direct visual instruction is needed to enhance skills. These are students who prior to March 2020 did not perform below grade level. The lack of consistency of remote/hybrid and quarantine has put this group of students in the below grade level performance range. Looking at the original application submitted, only 9 total Elmo document cameras are needed. Additional devices are not needed for the 2022-2023 school year, as these devices should be able to sustain use for two years.	Additional Elmo document camera devices are not needed for the 2022-2023 school year, as these devices should be able to sustain use for two years.	\$ 4,686.75	Table 1 - Service Center Menu	ELMO MX-P2 4K 16x Digital Zoom Visual Presenter	Improve visual learning in the K-2 classrooms impacting 192 students.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	18	\$ 9,373.51	Does not adequately describe how the request addresses an incremental COVID need
1886-4-005	Eligible		All of our new and existing staff will be trained in the Capturing Kids Heart Program. The funds requested was to off-set the expense of the additional new staff hired through EANS. We submitted and were approved funding for 3 Resource Teachers, 2 Para Professionals and 8 part-time certified teachers for summer school. Our current Title II budget is not large enough to cover the fee to train this many additional staff. Our hope is to train the EANS staff with this program that will support the social-emotional learning of our students, in addition to the academic support they will provide.		\$ 7,280.00	Table 4 - Other Requests	New Service	Professional development in Capturing Kids Hearts for new staff members allowing training for social and emotional growth and relationship building between students, teachers and parents based on a 62% increase in office referrals.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 7,280.00	Limitation to new staff does not indicate a supplemental program due to COVID impact.
1886-4-008	Eligible	KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular	We have noted a significant increase in demerits, office referrals and behavior tickets with our 6-8 grade students. More students have been referred to outside therapists because the presenting needs are greater than our counselor is able to address. Most concerning, we have also noted a 36% increase in counselor visits, 8 suicidal ideation, and 1 hospitalization. This year our 11 middle school teachers and 2 administration have dealt with 200, 6-8 grade students who lack social and emotional skills. Students have expressed the plea for help in their annual survey, in journal writing and in numerous conversations. We need a skills-based approach to support our students and give them the vocabulary to advocate better for themselves. The nine sessions will completely focus on the secular topics and from a secular viewpoint in three categories: Self-Awareness, Self-Management, and Social Awareness and Relationship Building. We do not know how to best support the diverse emotional needs of our middle school students and feel a program like this is critical in improving the negative social and emotion state that our students are currently in due to Covid-19.		\$ 11,180.00	Table 4 - Other Requests	New Service	Contract trained facilitator for 9 sessions with 180 6-8th students to help students with social emotional growth due to constant disruption of learning and lack of social skill development experienced in the 2020-21 school year.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 11,180.00	Non-secular content is not permissible under EANS funding.

Building #	School Name
1887	Resurrection- Wichita

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1887-1-002	Eligible		Provide 30 Chromebooks to allow the 30 students who are in 2nd and 3rd Grade access to whole class learning as well as differentiated learning due to deficits they experienced since the Spring Semester of 2020. Our assessments have shown that these two grades in particular have lower scores that we would normally have predicted. The online platforms we will be able to use for whole class instruction will also effectively cater to the individual child's deficits incurred due to the inconsistency of learning experienced this year from the pandemic. With the new devices available hybrid learning will be consistent for each student.		\$ 8,517.91	Table 1 - Service Center Menu	ASUS Chromebook 12 C223NA-DH02 - 11.6" - Celeron N3350 - 4 GB RAM - 32 GB e	Purchase 30 ASUS Chromebooks to assure that each student will have access to technology in their home during online remote or hybrid learning.	Educational technology - Hardware	30	\$ 8,517.91	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
1887-1-005	Eligible	Subject to substitution of a similar product to satisfy COVID need	Purchase 4 Laptops to utilize reinforcement and remediation curriculum for 10-12 students in the 5-8th grades who have fallen behind in all subjects, but primarily math and ELA. Teachers will be able to individualize the instruction for these students. These computers will also be used to instruct quarantined and hybrid students.		\$ 3,944.65	Table 1 - Service Center Menu	HP ProBook 450 G7 - 15.6" - Core i5 10210U - 8 GB RAM - 256 GB SSD - US	Purchase 4 Laptop Computers for teachers to be able to teach students during online remote or hybrid learning.	Educational technology - Hardware	4	\$ 3,944.65	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
1888	St. Joseph, Wichita

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1888-4-004	Eligible	KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular	The pandemic has intensified the need for our school to address social and emotional needs of middle school students. Our middle school teachers have identified approximately 42% of our middle school students who are anxious, depressed, and lacking confident social (SEL) skills. This has been shared from students in circle activities, journaling, and in numerous conversations between students and teachers. The 9 sessions of social emotional content will bring light to these topics and assist students with dealing with SEL. The 9 sessions will completely focus on the secular topics and from a secular view point in three categories: Self Awareness, Self Management, and Social Awareness and Relationship Building. It is these 3 categories that the students are needing immediate attention to in order to recover from the life changes they have been through due to COVID and the disruption of their learning.		\$ 11,700.00	Table 4 - Other Requests	New Service	Contracting a trained facilitator for 9 sessions with 40 middle school students to help student with social emotional growth due to constant disruption of learning/lack of social skill development experienced in the 2020 - 2021 school year.- Peg Dubrowski - SEL Training	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 11,700.00	Non-secular content is not permissible under EANS funding

Building #	School Name
1892	St. Margaret Mary - Wichita

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1892-1-001	Eligible		Purchase 75 Chromebooks to benefit 110 K-8 students who are below grade level in Math and 100 students who are below grade level in Reading due to lost learning time during the pandemic in order to properly run additional programs needed to aid in learning. There is an extreme need for 68 students in Grades 1-3 who showed 75% of students below grade level in Reading.	If it would help our case we would be willing to split the 75 Chromebooks over the course of the next two years, purchasing 40 for the 2021 school year and 35 for the 2022 school year.	\$ 24,276.41	Table 1 - Service Center Menu	HP Chromebook 14A G5 - 14" - A4 9120C - 4 GB RAM - 32 GB eMMC - US	Purchase 75 Chromebooks to serve the 40% of families who when surveyed indicated they had no reliable device in their home for hybrid learning	Educational technology - Hardware	75	\$ 24,276.41	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
1892-4-004	Eligible	KSDE and Service Centers will work with the school to ensure the coaching provided will be completely secular	The pandemic has intensified the need for our school to address social and emotional needs of middle school students. We have seen a huge learning loss in this area. This year our 5 middle school teachers and the administration have dealt with 72, 6th-8th grade students who lack social and emotional skills. They are anxious, depressed, and not confident in their ability to navigate through the pandemic. This has been shared from students in numerous conversations who are not handling the changes in their lives that have been brought on with the pandemic. They have expressed the plea for help in their annual survey, in journal writing, and in numerous conversations. We have dealt with 2 students who have lost a loved one to COVID 19, we have students whose grades are far below their normal performance. We have had 4 students express suicide ideation. We have seen students with a profound inability to make decisions, to gain trust in each other and students who are dealing with depression. These 9 sessions of social emotional content will bring to light these topics. This year we have had no time to give to these topics and thus we see our students far behind in	(CONTINUED FROM DESCRIPTION DUE TO EXCEEDING CHARACTER LIMIT) The nine sessions will completely focus on the secular topics and from a secular view point in three categories: Self-Awareness, Self-Management, and Social Awareness and Relationship Building. These are the three categories the 72 middle school students are needing immediate attention in order to recover from their lives being changed so much due to COVID 19. The topic covered in the 3 categories are topics found in secular social emotional competencies.	\$ 11,180.00	Table 4 - Other Requests	New Service	Purchase On the Path SEL Curriculum for Middle School from Peg Dubrowski with support after surveying middle school students in "I wish my teacher knew" and seeing the struggles that students are dealing with in their home party based on situations in their home life related to Covid.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 11,180.00	Non-secular content is not permissible under EANS funding
1892-5-008	Eligible		Reimburse previously purchased charging blocks to supply proper charging for Chromebooks purchased in September 2020,		\$ 170.89	Table 5 - Reimbursements	Reimbursement	charging blocks to have proper charging for Chrombooks purchased	Educational technology - Hardware	0	\$ 170.89	Tied to computer request, which was deemed ineligible

Building #	School Name
1900	Magdalen Catholic School--Catholic Diocese of Wichita

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1900-1-002	Eligible		Purchase 174 chrome books for K-2 student usage to facilitate/use online components for curriculum concerns as well as progress monitoring for AIMS and MTSS, providing individualization and addressing specific learning gaps for each child.	We modified the amount of chrome books from 230 down to 174 to address specific grades without the necessary technology we desire to address learning gaps.	\$ 49,734.77	Table 1 - Service Center Menu	Dell Chromebook 3100 - 11.6" - Celeron N4020 - 4 GB RAM - 16 GB eMMC	Purchase 230 laptops to be checked out to quarantined students to facilitate learning during quarantine and/or learning recovery	Educational technology - Hardware	230	\$ 65,741.37	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
1900-1-003	Eligible	Subject to substitution of a similar product to satisfy COVID need	We would like to purchase 10 document cameras for classrooms for 5th - 8th grade to assist with various models of learning - remote and hybrid - as we continue to have children both on and off campus, as well as socially distanced in various rooms. This will assist with all children having access to materials being covered and the visual of teacher presentations so learning loss/recovery is minimized, and students are more present to instruction regardless of location.	We modified our request from 20 to 10 for a specific group of classrooms based on need.	\$ 11,529.92	Table 1 - Service Center Menu	Elmo TT-12F - document camera	Purchase document cameras to help teachers facilitate learning in the classroom using online resources due to learning loss from March 2020 to May 2021	Educational technology - Hardware	20	\$ 23,059.84	Does not adequately describe why request is necessary or reasonable to address learning loss
1900-4-004	Eligible		Purchase non-fiction books for addressing learning gaps in informational text and usage of reference materials in reading comprehension and writing. Selections would pertain to grade levels K-8 in an effort to address learning recovery in reading skills for all grades.	Our initial request was for approximately \$18,000 for year 1. We could easily modify to spread out the disbursement of funds over 3 years, as well as accept a lower amount of money and buy fewer resources.	\$ 18,512.00	Table 4 - Other Requests	New Service	Replace obsolete non-fiction books to new and current selections that moves students back to reading actual books and allows time away from online learning and use of informational text and reference materials.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 18,512.00	Does not adequately describe an incremental COVID need for addressing learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)

Building #	School Name
1952	St. Mary Parish Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
1952-4-001	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	See Saw is our way of communicating with parents. We have had many students quarantined throughout the year and all assignments, questions and answers, instructions on returning assignments are done through this program. Any student gone for an extensive time will use this program.		\$ 811.20	Table 4 - Other Requests	New Service	See Saw will allow us better communication between teacher and parents for in school or hybrid learning by listing assignments, reviewing progress and progressing skills.	Educational technology - Connectivity	0	\$ 811.20	Does not adequately demonstrate how request will address an incremental COVID-19 need in school and does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
1952-5-005	Eligible		The laptop for our school nurse allows her to work from home. She has had to work evening and weekends communicating with families about Covid-19 procedures. Then she has to document all of our cases among students and staff. Having a device she can use at home and school allows our status with Covid-19 to always be updated each day. We did not need this before Covid-19. Now it is a very essential tool. No one has to wait for medical advice or Covid-19 data.		\$ 1,219.00	Table 5 - Reimbursements	Reimbursement	New laptop for school nurse to record Covid information at home and school	Educational technology - Hardware	0	\$ 1,219.00	Does not directly address an incremental COVID-19 need

Building #	School Name
2040	St. Peter Catholic School - Wichita

RECONSIDERATION REVIEW					ORIGINAL REQUEST							
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
2040-1-002	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	The revised request is for two mobile boards. We will designate one for grades K-4 and the other for grades 5-8. We have been in person school for much of the year. However, we have had many students quarantined due to parents testing positive. We have had very few days where we don't have students in quarantine. Our teachers are zooming with their students when they are quarantined. We have seen examples of schools that are using Promethean boards to better connect the students at home with the students at school. The students who are quarantined have very limited capability to interact with their classmates. Currently our teachers are zooming on their laptops and the screen is too small for whole class interactions. We have seen in these examples that students are much more engaged at home and at school when they have more real life interactions. This makes it much more effective in catching students up from lost learning and also keeping the students where they need to be academically. This is would be a big boost for social/emotional wellness which we have seen decline this year. We do not foresee the quarantining of students to go away next year or even the year after.		\$ 5,254.00	Table 1 - Service Center Menu	Promethean ACTIVpanel Titanium Pro 65+* 4K 65" LED display - 4K	These interactive boards will enable us to expand the opportunity to engage with students who are hybrid due to quarantine, to increase student engagement and pedagogy to address learning loss, to be able to utilize more areas of our school allowing us to spread out for social distancing, and when a teacher is remote teaching from home due to quarantine the students will be able to see and hear the teacher better in the classroom.	Educational technology - Connectivity	22	\$ 147,912.91	Does not adequately demonstrate reasonableness of cost vs. impact

Building #	School Name
2080	St. Joseph Catholic School Ost- Mt. Hope

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
2080-4-003	Eligible	Subject to substitution of a similar product to satisfy COVID need	Provide 20 Chromebooks to allow 2nd grade students access to whole class learning as well as differentiated learning due to deficits they experienced since the March of 2020. The online platforms we will be using for whole class instruction will also effectively address the individual child's deficits incurred due to the inconsistency of learning experienced this year from the pandemic.	20 Chromebooks requested	\$ 4,624.67	Table 4 - Other Requests	New Service	Purchase Chromebooks for hybrid situations in which families are without devices in the home.	Educational technology - Hardware	0	\$ 6,103.88	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2080-4-004	Eligible	Subject to substitution of a similar product to satisfy COVID need	If Chromebooks for 20 second graders is deemed eligible, we would need to purchase a Chromebook cart for charging and storing the devices.		\$ 1,154.24	Table 4 - Other Requests	New Service	Purchase a Chromebook cart for charging and storing new Chromebook devices	Educational technology - Hardware	0	\$ 1,154.24	Tied to computer request, which was deemed ineligible
2080-4-005	Eligible		If 20 Chromebooks for Second Graders is deemed eligible, we would need to purchase Google Education Licenses for the 20 Chromebooks	20 Google Education Licenses requested	\$ 644.80	Table 4 - Other Requests	New Service	Purchase Google Education Licenses for Chromebooks	Educational technology - Software	0	\$ 806.00	Tied to computer request, which was deemed ineligible

Building #	School Name
2244	St. John Elementary

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
2244-1-022	Eligible		To provide 15 Chromebooks in two different classrooms to prevent the spread of COVID-19. This will allow each of our classrooms to have their own set of 15 Chromebooks for individual student use. Currently we utilize a cart of Chromebooks on each level of the building that classes share throughout the day.	30 Chromebooks	\$ 10,343.13	Table 1 - Service Center Menu	Samsung Chromebook 4 - 11.6" - Celeron N4000 - 6 GB RAM - 64 GB eMMC	To effectively facilitate distance learning due to COVID-19	Educational technology - Hardware	100	\$ 34,477.09	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-1-025	Eligible		To provide individual IPADS in the kindergarten classroom for sanitation purposes. This will help prevent the spread of COVID-19. This will allow each of our classrooms to have their own set of tablets/devices for individual student use. Currently we utilize a cart of devices on each level of the building that classes share throughout the day. This age of students learn through all developmental modes such as fine motor skills, auditory, visually, tactile, sensory, etc. The IPADS will help with all these styles of learning and help close the learning gap due to learning loss affected by COVID-19. .	15	\$ 6,102.11	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2"	To redesign instructional plans to meet the needs of our students and to effectively facilitate distance learning due to COVID-19. Ipad will be used by Prek & Kindergarten students. Students will be able to check out ipads to practice reading and math skills at home during remote learning, or to supplement additional practice to those that need it on a regular basis	Educational technology - Hardware	20	\$ 8,136.15	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of future need. Items for Pre-K students are not eligible under EANS
2244-4-001	Ineligible	Does not adequately demonstrate reasonableness of cost vs. impact	To address the learning loss affected by COVID-19 and to close the achievement gap, an interactive white board would aid in the projection of the teacher lessons so that all students would have the ability to see while maintaining adequate social distancing.	5	\$ 66,160.97	Table 4 - Other Requests	New Service	Promethean boards installed in classroom to effectively instruct students quarantined or in remote learning model due to COVID-19	Educational technology - Hardware	0	\$ 66,160.97	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-002	Eligible	Subject to substitution of a similar product to satisfy COVID need	To prevent the spread of COVID-19, 2 sets of 15 Chromebooks were requested for two classrooms, each student would have a Chromebook to use. Currently, our students share a cart of devices between grade levels on each level of the building. The charging cart would allow them to have their own set of Chromebooks and be able to keep them in their classroom.	2 Charging Carts	\$ 1,507.31	Table 4 - Other Requests	New Service	Learnrniture 24 Device Charging Cart. To effectively instruct students that are quarantined or while on remote learning due to COVID-19. Three carts.	Educational technology - Hardware	0	\$ 2,260.96	Tied to computer request, which was deemed ineligible
2244-4-006	Eligible	Subject to substitution of a similar product to satisfy COVID need	To address the need for teachers to be able to take their computer with them when they move classrooms to teach. These teacher laptops will also allow teachers to work on preparation, design instruction, plan lessons, etc. at home or off site. This gives us the ability to deep clean our building more frequently without the interruption or timing obstacles of teachers needing to work from their desktop computers in the classroom.	8	\$ 22,525.32	Table 4 - Other Requests	New Service	Apple Mac Book Pro Laptops for Teachers. To effectively instruct students quarantined or in remote learning model due to COVID-19.	Educational technology - Hardware	0	\$ 30,972.31	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-014	Eligible	Subject to substitution of a similar product to satisfy COVID need	To address the learning loss and to prevent the spread of COVID-19, individual headphones will allow our students to maintain social distance and work on their own device without distracting others while completing assignments.		\$ 282.88	Table 4 - Other Requests	New Service	Califon CA- 2 - 30 On Ear Stereo Headphones 1544104. pack of 30. To enhance learning affected by COVID-19 with our quarantined students and our remote learners, especially those children with Social/Emotional struggles.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 282.88	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-018	Eligible	Subject to substitution of a similar product to satisfy COVID need	To prevent the spread of COVID-19, individual IPADS were requested for our Kindergarten classroom. Currently, our students share a cart of devices between grade levels on each level of the building. The IPAD cases, charging station, and screen protectors are the items needed to charge and protect devices.	15 cases, 15 screen protectors, 1 charging station	\$ 227.76	Table 4 - Other Requests	New Service	Ipad cases, charging stations,screen protectors. To effectively teach our online learners and to provide the tools needed during the COVID-19 pandemic.	Educational technology - Hardware	0	\$ 303.68	Tied to iPad request, which was deemed ineligible

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
2244-4-046	Eligible		To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID 19. This will enhance our current curriculum and provide our students with another resource to target reading, math, science, and social studies.		\$ 214.24	Table 4 - Other Requests	New Service	Let's Find Out Scholastic Magazine for Kindergarten. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 214.24	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-047	Eligible		To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID 19. This will enhance our current curriculum and provide our students with another resource to target science.		\$ 37.44	Table 4 - Other Requests	New Service	Science Spin Scholastic Magzine for Kindergarten. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 37.44	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-048	Eligible		To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID 19. This will enhance our current curriculum and provide our students with another resource to target reading, math, science, and social studies, as well as reading fluency and comprehension.		\$ 237.12	Table 4 - Other Requests	New Service	Scholastic News Magazine for 5th Grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 237.12	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-049	Eligible		To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID 19. This will enhance our current curriculum and provide our students with another resource to target reading, math, science, and social studies, as well as reading fluency and comprehension.		\$ 621.92	Table 4 - Other Requests	New Service	National Geographic Kids Magazines for 3rd Grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 621.92	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-050	Eligible		To address the learning loss in music and band of our students, affected by COVID 19. This will enhance our current curriculum and provide our students with another resource to target music and band education and facilitate bringing back performance opportunities in 2021-2022.		\$ 359.84	Table 4 - Other Requests	New Service	Music K-8 Subscription. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 359.84	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-062	Eligible	Subject to substitution of a similar product to satisfy COVID need	To address the learning loss and to prevent the spread of COVID-19, individual headphones will allow our students to maintain social distance and work on their own device without distracting others while completing assignments.		\$ 382.72	Table 4 - Other Requests	New Service	Celler ep35xstr retractable stereo earbuds set of 20.. To enhance learning affected by COVID-19 with our quarantined students and our remote learners, especially those children with Social/Emotional struggles.	Educational technology - Hardware	0	\$ 382.72	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-072	Eligible		To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID 19. This will enhance our current curriculum and provide our students with another resource to target vocabulary, reading fluency, comprehension, etc.		\$ 224.64	Table 4 - Other Requests	New Service	Vocabulary A-Z subscription for 4th grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 224.64	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2244-4-073	Eligible		To address the learning loss, measured through benchmark testing, and close the achievement gap of our students affected by COVID 19. This will enhance our current curriculum and provide our students with another resource to target writing, reading fluency, comprehension, etc.		\$ 191.36	Table 4 - Other Requests	New Service	Writing A-Z subscription for 4th grade. To support remote learning by supplementing our existing curriculum during remote/hybrid learning affected by the COVID-19 pandemic.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 191.36	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
2246	St. John High School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
2246-1-003	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	I would like to reduce my number of flash drives down to 10 total. This will allow our immediate classes in the fall of 2021 to have access to them in order to space out our media class groups to mitigate risk of COVID 19. Having these flash drives will allow for greater social distancing in the classroom while giving each student equal access to materials and equipment needed for class.	change of quantity from 30 to 10 items.	\$ 172.58	Table 1 - Service Center Menu	SanDisk Ultra - USB flash drive - 64 GB	To accommodate the restructuring of instruction in accommodating the needs of students due to social distancing and remote learning due to COVID 19 restrictions and risk.	Educational technology - Hardware	30	\$ 517.75	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2246-1-004	Eligible		These chromebooks will directly support the ability to social distance in our classrooms and support at home learning for students due to COVID 19 restrictions.	I will modify the number of requested chromebooks from 75 down to 30 units.	\$ 10,343.13	Table 1 - Service Center Menu	Samsung Chromebook 4 - 11.6" - Celeron N4000 - 6 GB RAM - 64 GB eMMC	To accommodate the restructuring of instruction in accommodating the needs of students due to social distancing and remote learning due to COVID 19 restrictions and risk.	Educational technology - Hardware	75	\$ 25,857.82	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of future need. Description across items does not indicate how each will be used to address an incremental COVID need
2246-1-036	Eligible		These 3 MacBooks will allow for students to spread within our existing classroom to social distance due to COVID 19 restrictions. Each computer will have the needed software to run Final Cut Pro X media software which will allow students to space out from our existing desktop models. This will directly impact our ability to maintain our pace of class without creating a gap due to too many students in lab area.		\$ 4,005.57	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar - 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	To accommodate the restructuring of instruction in accommodating the needs of students due to social distancing and remote learning due to COVID 19 restrictions and risk.	Educational technology - Hardware	3	\$ 4,005.57	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of future need. Description across items does not indicate how each will be used to address an incremental COVID need
2246-4-001	Ineligible	Does not demonstrate reasonableness of cost vs. impact	These Promethean boards will also allow our students to social distance properly in the classroom following COVID 19 guidelines while still being able to see the board well. This gives teachers the option to space students without putting the students in a position to miss information presented in class based on proximity or position.		\$ 58,440.97	Table 4 - Other Requests	New Service	Promethean boards installed in classrooms to effectively instruct students quarantined or in remote learning model due to COVID 19.	Educational technology - Hardware	0	\$ 58,440.97	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
2246-4-002	Ineligible	Not allowable under EANS allowable uses	I believe that this item will directly affect our teachers ability to maintain good morale, health, and efforts for students. Research shows that a more active individual can fight the viral effects of COVID 19 at a much higher capacity. Teachers having the access and ability to the wellness center will provide these benefits...which are tangible, measurable, and research proven to directly affect their effectiveness for student learning.		\$ 3,354.00	Table 4 - Other Requests	New Service	Helping supplement teacher social emotional wellness, physicle activity, and immune system against stress and inactivity due to COVID 19.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 3,354.00	Does not directly address an incremental COVID-19 need
2246-4-004	Eligible	Subject to substitution of a similar product to satisfy COVID need	These teacher laptops would allow us to have our teachers working on preparation, teacher work and grading, lesson planning ect... at home or off site. This gives us the ability to deep clean our building more frequently without the interruption or timing obstacles of teachers needing to work from their desktop computers in the classroom as well as reduce time in the building in groups reducing risk of spread of COVID 19. Having more access to deep cleaning ability will directly allow us to reduce the risk of COVID 19.		\$ 30,972.24	Table 4 - Other Requests	New Service	Apple Mac Book Pro laptops for Teachers. To accommodate the restructuring of instruction in accommodating the needs of students due to social distancing and remote learning due to COVID 19 restrictions and risk.	Educational technology - Hardware	0	\$ 30,972.24	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of future need. Description across items does not indicate how each will be used to address an incremental COVID need

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
2246-4-035	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	This fridge will allow us to more effectively social distance at lunch time. Having an additional refrigerator will assist with these efforts as it will keep a number of students out of the lunch room and therefore reduce the risk of COVID 19.		\$ 263.12	Table 4 - Other Requests	New Service	Whirlpool mini refrigerator for storing lunches to assist in storing student lunches in the classroom due to COVID 19.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 263.12	Does not adequately describe how the request will address student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
2246-4-055	Ineligible	Does not demonstrate reasonableness of cost vs. impact	These cameras will allow also for social distancing in the media classroom as we have 4 cameras now that must be shared. These additional two cameras would create 2 more groups possible which would allow for greater distance between students and less students per grouping which will directly help to decrease risk of COVID 19. With these two cameras, students will also not need to wait to use cameras due to size restrictions and space. This will help all students keep up with the pace of class that otherwise is slowed and time missed due to COVID 19 guidelines.		\$ 4,426.24	Table 4 - Other Requests	New Service	2 Canon EOS 90D DSLR Camera Kits to supplement Digital Media curriculum for time in remote learning due to COVID 19.	Educational technology - Hardware	0	\$ 4,426.24	Does not adequately describe why request is necessary / reasonable to address an incremental COVID need or learning loss
2246-4-056	Ineligible	Does not demonstrate reasonableness of cost vs. impact	Having these two tripods will help with keeping our media class social distanced due COVID 19 guidelines. Having 2 tripods currently, many groups wait to use. Having 2 additional tripods allow groups to be in separate areas and not have to wait for use of a restricted item that then slows their pace in class reducing time of production.		\$ 1,144.00	Table 4 - Other Requests	New Service	2 Benro BV4 tripods to supplement Digital Media curriculum for time in remote learning due to COVID 19.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 1,144.00	Does not adequately describe why request is necessary / reasonable to address an incremental COVID need or learning loss
2246-4-070	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	The equipment requested in this line item is to directly support the STEM outdoors opportunity (2246-3-006) item. In order to effectively experience the outdoor the proper safe equipment is needed for students. This equipment will directly allow students the ability to learn about nature, science, and math through the outdoor activities we will be participating in. Having this equipment will both boost the listed social and emotional wellbeing of students, but will also provide the opportunity to participate in STEM activities while doing so.		\$ 6,760.00	Table 4 - Other Requests	New Service	Summer outdoor student academy 4 trips per summer to address student social and emotional well being and loss of learning in science due to COVID 19 and remote learning.	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 6,760.00	Does not adequately demonstrate reasonableness of cost vs. impact
2246-4-072	Ineligible	Not allowable under EANS allowable uses	This item may have been more properly listed under physical barrier to facilitate social distancing. This intercom system allows us to have access to the intercom system from multiple sites so as to create more space for use instead of the existing one intercom unit that is at the desk of our secretary only. Having additional units would allow for more space and create a greater ability to social distance due to COVID 19 guidelines.	1 would be better than none, but two would be optimal.	\$ 1,560.00	Table 4 - Other Requests	New Service	2 new intercom phone units to allow for social distancing needed to mitigate risk of exposure to COVID 19 in administrative offices for students, staff, faculty, and administration.	Educational technology - Other	0	\$ 3,120.00	Does not adequately describe educational technology
2246-4-074	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID	These storage units will allow for greater social distance in the classroom. With an additional storage unit we could spread out the class and have a more limited number of students in any one given area. This will help us meet social distancing COVID 19 guidelines.	from 2 down to 1 unit	\$ 1,608.88	Table 4 - Other Requests	New Service	Cascade combo Science and Digital Media classroom storage units from Worthington Direct (# 622008000p) to supplement curriculum from remote learning time due to COVID 19	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 3,217.76	Does not adequately describe why request is necessary to address an incremental COVID need or reasonable given cost vs. impact

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
2246-4-078	Ineligible	Some items not allowable under EANS allowable uses; request does not adequately describe why request is necessary and reasonable to address an incremental COVID need	I did not do a good job in linking this item to the approved positions (2246-007 and 2246-008) that are to run this opportunity. The opportunity would be of an immeasurable benefit to students as the one investment would lead to years of use. Included in this cost are the initial investments of trees, a well, a high tunnel hoop house (greenhouse), Tillers, hoses, and utility vehicle. The initial cost does seem like it may not meet a cost/benefit analysis, but the items being purchase would all have an extremely long longevity allowing for many uses in the future. An additional item to add would be that other classes could utilize (such as biology) the hoop house and equipment when studying our botany sections. I feel like the benefit, not only from STEM experience, but of growing produce and trees, landscaping, and a boost of known social and emotional well being would be something very worthwhile. I would ask that this be considered again.	Could reduce utility vehicle cost by buying a used unit or eliminating which could reduce from \$12,000 to \$6,000 or \$0	\$ 41,653.84	Table 4 - Other Requests	New Service	Major Student gardening and landscaping project to address their social and emotional health as well as enhance the existing science curriculum that was negatively effected from remote learning due to COVID 19	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 47,653.84	Does not adequately demonstrate reasonableness of cost vs. impact

Building #	School Name
3144	Holy Cross Catholic, Hutchinson

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
3144-4-008	Eligible		A subscription to an online learning platform for student engagement that will offer individualization and differentiation of skills for 100 K-2 students. Through assessment data our students have holes and gaps in math, reading and phonics. The subscription to the online platform will offer the ability for teachers to assign differentiated remediation of these skill areas. It will allow students, teachers and parents to communicate regarding the practice sessions. Students will gain skills to be successful before moving to the next skill.		\$ 3,031.60	Table 4 - Other Requests	New Service	Seesaw subscription for school used for a hybrid learning platform for students in quarantine and as a communication tool for parents and teachers	Educational technology - Connectivity	0	\$ 3,031.60	Description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
3144-4-009	Eligible	Subject to substitution of a similar product to satisfy COVID need	In need of 10 document cameras for teachers in K-4 to specifically use to aid 165 students who have been identified with need for learning recovery in math and reading. This subset of students have been identified as having a strength in visual learning for which we will capitalize on in order to aid this subset of students to grasp math skills that have been identified as below grade level. These are students who prior to March 2020 did not perform below grade level. The lack of consistency of remote/hybrid and quarantine has put this group of students in the below grade level performance range	10	\$ 3,328.00	Table 4 - Other Requests	New Service	20 Document cameras for teacher usage during hybrid learning due to Covid	Educational technology - Hardware	0	\$ 6,656.00	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
4560	Marysville Good Shepherd Lutheran

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
4560-4-004	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Chrome books during this Covid period are a vital part of being able to continue to educate students, if and when they need to be at home learners. Technology needs to be reliable and up to certain standards to be able to meet the needs of the students that we, as a school community, are trying to serve. Because of the limited amount of chrome books that we have access to, and the wide variety of issues these chromebooks have, many students that needed to quarantine because of Covid issues had difficulty being able to stay in line with learners that were able to stay in school. Although we have been in person we have had students in quarantine at different times which forces students and teachers to learn and teach virtually during these time periods.	Although we have been in person we have had students in quarantine at different times which forces students and teachers to learn and teach virtually during these time periods. To ensure adequate learning is taking place we need dependable chromebooks for everyone in the school.	\$ 10,400.00	Table 4 - Other Requests	New Service	We have had many Chromebooks broken when they were sent home because of Covid. We need to purchase new Chromebooks to ensure everyone has a workable Chromebook to take home if needed.	Educational technology - Hardware	0	\$ 10,400.00	Request does not directly address learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)

Building #	School Name
5152	Manhattan Catholic Schools

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
5152-1-012	Eligible		We have had eight K-3 classrooms sharing two carts of Chromebooks during the Covid 19 pandemic. The addition of these Chromebooks would allow less sharing of technology among students to help reduce the spread of the virus. Every student has used apps and on-line programs needed to promote socially distanced learning. Additional student technology will provide for increased individualized and differentiated instruction in the recovery of learning gaps.	15	\$ 4,344.17	Table 1 - Service Center Menu	ASUS Chromebook 12 C223NA-DH02 - 11.6" - Celeron N3350 - 4 GB RAM - 32 GB e	We have students with outdated technology for working with their teachers in the variety of learning styles required during the Covid 19 pandemic. Every student has the potential of being taught in a Zoom class due to being in quarantine. Every student has used apps and on-line programs needed to promote socially distanced learning. Updated technology hardware will provide more reliable teaching and learning, plus allows for individualized and differentiated instruction in the recovery of learning gaps.	Educational technology - Hardware	20	\$ 5,792.23	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
5152-1-013	Eligible		Pre-Covid 19, students moved from their home classroom to their specials teacher's classroom for Art, Music, Library, computer, and STEM instruction. To provide spacing, social distancing, and pods of students to prevent Covid exposure and spread during the pandemic, we switched the process to that the students stayed in their home classroom and the specials teachers came to them. The addition of five laptops allows these teachers to bring their mobile technology to class with them while not invading the space of the home teacher's desktop. The end result would be more sanitary use of teacher technology.		\$ 4,177.03	Table 1 - Service Center Menu	Acer TravelMate P6 14" Core i5-8250U 8GB RAM 256GB Windows 10 Pro	We have teachers with outdated desk technology for working with their students in the variety of presentation styles required during the Covid 19 pandemic. Every teacher has taught Zoom classes to students in isolation. Every teacher has used Smartboards for class presentations due to needed socially distanced whole group instruction replacing smaller groups. Updated technology hardware will provide more reliable teaching and learning.	Educational technology - Hardware	5	\$ 4,177.03	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
6060	St. Joseph Catholic School-McPherson

RECONSIDERATION REVIEW					ORIGINAL REQUEST							
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
6060-4-004	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	The original request for these 20 Chromebook said they would be for the kindergarten class. They were deemed ineligible, according to the notes, because in the "Funding Need" portion of the application it was stated that Esser funds were already used to buy Chromebooks for kindergarten. We would like to clarify that the Esser funds bought Chromebooks for the 2020-2021 kindergarten students. Those Chromebooks will be passed on with those same students to first grade. This request was intended for the incoming Kindergarten class of 2021-2022. Therefore, this request is for a different set of specific students. Chromebooks for each 2021-2022 kindergarten student are essential so that every student has access to programs we are using to individual learning as needed to fill the gaps that occurred when students were remote and had interruptions in their learning. This is especially true for our 2021-2022 kindergarten class as over 50% of the students did not even attend Pre-Kindergarten due to concerns their parents had over COVID-19 and the required regulations. Therefore, the gaps of learning are going to be significant for this group of students as they enter kindergarten.		\$ 8,694.40	Table 4 - Other Requests	New Service	20 Dell Chromebooks for kindergarten making kindergaren 1:1 as an increase in usage of software programs to help close the learning gap makes the devices a necessity. They currently use outdated laptops	Educational technology - Hardware	0	\$ 8,694.40	It appears that the school has already received ESSER funds to purchase chromebooks for Kindergarten as per description in Funding Need portion of the application.

Building #	School Name
6486	St. Andrew's Elementary School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
6486-1-001	Eligible		Due to COVID-19, we sent iPads home with students during the last semester of 2020 for remote learning. We have sent numerous iPads home during the 2020-2021 school year when students were quarantined or tested positive to COVID-19. Because of this extra wear and tear on our old devices, we now have iPads that need to be replaced. If we do not replace these, students will have to share devices. By purchasing more iPads, students will not have to share devices in class, thus reducing the chance of spreading COVID-19. The new iPads will help us address learning loss of our students by providing devices for educational activities and programs aimed at helping them gain back some of the instruction they missed due to COVID-19 interruptions.		\$ 10,576.99	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2"	COVID-19 forced us to move to online instruction, which required each student to have their own personal device. Many of our current iPads are dated, ranging from 3 - 10 years old. With the increased use as students took their iPads home and used them on a daily basis, our devices have taken a lot of extra wear and tear. Having newer iPads will allow us to continue providing quality in-class instruction while also having reliable devices for any online instruction we may have to provide in the future.	Educational technology - Hardware	50	\$ 20,340.37	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
6486-1-002	Eligible		Teachers and support staff use iPads daily for instruction for all students in their classrooms. COVID-19 increased their use even more as teachers used them to ZOOM with remote students in the spring of 2020, and then during the 2020-2021 school year with students who were remote due to quarantines or COVID-19 illness. There was a great deal of wear and the iPads these teachers and support staff are using are minimally functional. Teachers and support staff need functional iPads in order to address learning loss with students who missed many hours of school due to COVID-19. They will use them with all students to deliver instruction during summer programs, after school programs, and during daily instruction.		\$ 8,142.32	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi + Cellular - 7th generation - tablet - 128 GB -	With the move to online instruction, our teachers and support personnel used their iPads on a daily basis causing increased wear and tear. Their iPads are over ten years old, and having updated devices would greatly improve their ability to provide quality instruction whether in class or online.	Educational technology - Hardware	17	\$ 11,534.95	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
6664	Saints Peter and Paul School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
6664-1-007	Eligible		This technology will be used by students in the learning centers and small groups to allow for more social distancing. These students will be getting additional services due to learning loss from the pandemic.		\$ 20,340.37	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2"	Educational Technology for students to help with distance learning and social distancing to prevent the spread of COVID-19.	Educational technology - Hardware	50	\$ 20,340.37	Does not adequately describe how request will enable social distancing
6664-1-008	Eligible	Subject to substitution of a similar product to satisfy COVID need	This technology will be used by students in small groups to allow for more social distancing. These students will be getting additional services due to learning loss from the pandemic.	50	\$ 66,759.52	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar - 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	Educational Technology for students to help with distance learning and social distancing to prevent the spread of COVID-19.	Educational technology - Hardware	100	\$ 133,519.05	Does not adequately describe how request will enable social distancing
6664-1-010	Ineligible	Does not demonstrate reasonableness of cost vs. impact	This technology will be used by students in the learning centers and more classrooms to allow for more social distancing. Additional devices will allow greater technology use to improve any learning loss.	6	\$ 50,452.52	Table 1 - Service Center Menu	Promethean ACTIVpanel Titanium Pro 75" 4K 75" LED display - 4K	Educational Technology for students to help with distance learning and social distancing to prevent the spread of COVID-19.	Educational technology - Other	8	\$ 67,270.02	Does not adequately demonstrate reasonableness of cost vs. impact

Building #	School Name
7036	Xavier Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
7036-1-033	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. We also know 30% of our staff was in quarantine at some point during the school year. Every class K -8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We are requesting laptops for our teachers to use specifically when they are in a remote learning environment due to a COVID related need. Teachers must have a mobile device to respond to parents, students and staff needs in a digital learning environment that developed from a COVID restriction.	Modified Quantity - 10 Devices	\$ 15,430.67	Table 1 - Service Center Menu	Dell Latitude 5410 - 14" - Core i5 10210U - 8 GB RAM - 256 GB SSD	Laptop for teachers in the event they are required to move into quarantine or a remote learning situation. In addition, allowing each teacher a device to teach both in-person and remote learners simultaneously.	Educational technology - Hardware	15	\$ 23,146.01	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
7036-1-034	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K -8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We have approval for Dream Box Math to meet the Math learning loss we are seeing in our students from lost instruction during Spring of 2020. Our current devices are old and do not support more current apps that we need to meet student needs. In addition, iPads will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement. Our students need updated devices to directly address learning loss in Math from Spring of 2020, as well as to increase engagement during these difficult times caused by COVID, family illness and quarantines.	Modified Quantity 45	\$ 18,306.33	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - 32 GB - 10.2"	Allowing for a device for each student in the event of remote learning requirement, also to eliminate shared materials between students, and to allow access to online reteach/remediation programs.	Educational technology - Hardware	50	\$ 20,340.37	Does not adequately demonstrate reasonableness of quantity; additional request for 75 computers for students in Table 4 makes the total device request surpass current enrollment
7036-1-035	Ineligible	Tied to devices deemed ineligible	Our school, like all schools are now operating in a fully digital and in-person capacity. Our current devices are old and do not support more current apps that we need to meet student needs. In addition, iPads will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement. Our students need updated devices to directly address learning loss in Math from Spring of 2020, as well as to increase engagement during these difficult times caused by COVID, family illness and quarantines. A MacBook is requested to use as a MDM for our newly requested iPads.	Modified Request 2 MacBooks	\$ 2,670.38	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar - 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	Laptop for teachers in the event they are required to move into quarantine or a remote learning situation. In addition, allowing each teacher a device to teach both in-person and remote learners simultaneously.	Educational technology - Hardware	4	\$ 5,340.76	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
7036-1-037	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning at some point during the school year. These quarantines are all related to COVID. Having webcams available is necessary to meet our remote and in-person student need.		\$ 342.62	Table 1 - Service Center Menu	Logitech HD Pro Webcam C922 - web camera	Webcams are necessary for our remote learners and our remote meetings. Our remote meetings, particularly with parents have increased due to COVID.	Educational technology - Hardware	3	\$ 342.62	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
7036-4-011	Ineligible	Description does not clearly map to specific subset of future remote/hybrid students	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners in a fully digital environment at all times. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. We have approval for Dream Box Math to meet the Math learning loss we are seeing in our students from lost instruction during Spring of 2020. Our current laptops are old and do not support more current programs that we need to meet student needs. In addition, Chromebooks will also be used to increase student engagement in the classroom. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards. Research shows that technology is an effective tool to maintain student engagement.	Modified Request: 55 Chromebooks	\$ 23,394.80	Table 4 - Other Requests	Modification	HP 11 A Chromebook 4 GB RAM 32 GB Storage -- these chromebooks will allow students 1:1 technology that is up-to-date to run programs necessary to remediate learning loss or to use at home in the event of remote learning	Educational technology - Hardware	0	\$ 31,902.00	Does not adequately demonstrate reasonableness of quantity; additional request for 50 computers for students in Table 1 makes total device requests surpass current enrollment.
7036-4-019	Ineligible	Does not demonstrate reasonableness of cost vs. impact	Our school, like all schools are now operating in a fully digital and in-person capacity. Our classrooms must be prepared to teach remote learners as well as in-person learners. Using data from the current year, we know that 40% of our students were in quarantine at some point during the year. Every class K-8 had a student in quarantine at some point requiring remote learning during the school year. These quarantines are all related to COVID. During this time of high anxiety and family uncertainty, using technology to maintain student engagement is critical to keep current with grade level learning standards as well as to close learning gaps that have resulted from the pandemic. Research shows that technology is an effective tool to maintain student engagement. Our classrooms need SmartBoards that allow for student engagement in a socially distanced classroom, as well as a tool that will be used for remote learners to interface with in person learners. We must have technology that allows our remote learners to be integrated as much as possible, have high levels of engagement and continue to build community with our in-person learners. Updated equipment is necessary to meet this student need.	Modified request: 10 Smartboards, 10 Smart Document Cameras, 10 Smart Podiums	\$ 65,554.67	Table 4 - Other Requests	Modification	Smartboards with Smart document camera to meet in person and remote learners simotaneously. The quote attached also include the Smartpodium and pen to allow for maximum teacher mobility throughout the learning environment.	Educational technology - Hardware	0	\$ 98,332.00	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
7145	St. Dominic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
7145-1-001	Eligible		We are requesting iPads to be used during summer tutoring and the following school years (2021 through 2023). Ipads will be used to address learning loss due to covid-19 utilizing currently owned educational software. During summer learning we will have small learning groups based on assessment scores using a MTSS model. We would like to use the same iPads the following school years for students of poverty and ESOL to be used for homework if we find it necessary to switch to remote learning.		\$ 4,068.07	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2"	Purchase 10 ipads to be checked out to at risk quarantined students given 13% of families report no device at home.	Educational technology - Hardware	10	\$ 4,068.07	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
7145-1-002	Eligible		We are requesting Apple MacBooks to be checked out to classroom teachers conducting summer learning and after school tutoring during the summer 2021 through summer 2023 time periods. Tutoring will be used to address learning loss during covid-19. We will use the same MacBooks throughout the regular school year when teachers work with students of high poverty and second languages in a tutoring capacity. Both summer learning and tutoring will involve small learning groups based on assessment scores using a MTSS model.		\$ 2,670.38	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar - 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	Purchase 2 MacBooks to be checked out to classroom teachers quarantined at home. We learned it's necessary to have a device BOTH w/ the regular teacher as well as a second device to be used in the classroom by substitutes during hybrid and inperson learning.	Educational technology - Hardware	2	\$ 2,670.38	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
7145-1-019	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	We are requesting a laser jet printer to be used during summer tutoring and subsequent school years (after school tutoring) 2021 through 2023. The printer will be used to assist teachers addressing learning loss due to covid-19. Summer tutoring and after school tutoring will be targeted to small group learning based on assessment scores using a MTSS model. This is the most effective model for students of poverty and ESOL who will make up the largest percentage of the small groups.		\$ 352.25	Table 1 - Service Center Menu	HP Laserjet Pro M404dn - Monochrome - Laser - Printer	Purchase Laserjet printer to be used for printing packet materials for at risk students in hybrid or remote learning models	Educational technology - Other	1	\$ 352.25	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
7340	Holy Name Catholic School, Winfield

RECONSIDERATION REVIEW					ORIGINAL REQUEST							
Request ID	Eligibility recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
7340-1-001	Eligible	Subject to substitution of a similar product to satisfy COVID need	These laptops will allow staff to utilize various software programs to provide individualized instruction as well as small group instruction to students based on need and learning loss. It will also allow them to track student growth, research best practices and develop plans to address student learning needs and learning loss. Currently our staff does not have access to devices to support these targeted students. Our Fastbridge assessment data shows that our students averaged a 35.5% learning loss from fall 2019 to fall 2020 due to the pandemic, with some groups of students showing a loss of more than 50%.		\$ 18,823.03	Table 1 - Service Center Menu	HP EliteBook 840 G7 14" Core i7-10610U 32GB RAM 512GB Win 10 Pro	Teacher/Staff Laptops: More memory and higher processor speed for teachers to do recording video, live streaming and video conferencing and to accommodate, newer software demands due to the pandemic have put a strain on our current laptop usage.	Educational technology - Hardware	8	\$ 18,823.03	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)

Building #	School Name
7784	Ascension Catholic School

RECONSIDERATION REVIEW					ORIGINAL REQUEST							
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
7784-1-001	Eligible		<p>Ascension Catholic School plans to address COVID related learning loss and individual technology access in the near future.</p> <p>Based on Measures of Academic Progress reports for Fall 2019- 2020 and Winter 2021, grades two, third and fourth demonstrate learning loss identified in the following data. In comparing Fall 2019-2020 scores, over half of second and third grade students failed to meet the projected growth in both Reading and Math. Scores indicate less than 24 percent of 3rd grade students and less than 45 percent of 2nd grade students met projected growth in Reading and Math.</p> <p>Review of Winter 2021 scores indicates continued loss of learning with over fifty percent of students in 3rd and 4th grade falling in the category of 'low growth' for both low and high achievers. Student access to technology designed to assist with literacy and math skills, such as Lexia and IXL, is an individualized reasonable means to recover learning loss . Constant sanitation of shared devices has caused increased wear and breakage of current devices.</p> <p>Providing individual Chromebooks for Ascension students in grades two through four is an appropriate, reasonable and allocable means to address these deficiencies over the next three years.</p>		\$ 42,589.56	Table 1 - Service Center Menu	ASUS Chromebook 12 C223NA-DH02 - 11.6" - Celeron N3350 - 4 GB RAM - 32 GB e	This provides one to one services for technology integrated learning.	Educational technology - Hardware	150	\$ 42,589.56	Does not adequately describe how request will address an incremental COVID need

Building #	School Name
7980	Holy Family Elementary

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
7980-2-001	Ineligible	Does not demonstrate reasonableness of personnel type vs. stated need	<p>Licensed Building or District Administrator for Social-Emotional Support and Academic Intervention</p> <p>Due to loss of academic instruction and social-emotional growth from nearly 6 months of no in person school and quarantine periods of 14-28 days at a time due to COVID, our school has experienced an increase of student absenteeism, student and teacher anxiety, student and staff depression, student anti-social behaviors, and student loss of academic skills in literacy and math. Classroom teachers are overwhelmed with the sheer number of students that are in need of intervention for academics and/or behavior.</p> <p>We are in need of a new position to lead a CARE (Collaborative, Affective, Responsive Educational) Team (currently chaired by principal) to support and guide teachers with academic and behavioral interventions, provide tier 2 and 3 academic and behavior interventions, and partner with the counselor to support the growing social-emotional needs of the students, and to support remotely learning students during COVID quarantine. Additional personnel with appropriate knowledge of MTSS will allow us to close the gaps caused by the loss of school April and May 2020 and the long periods of quarantine due to COVID exposure.</p>		\$ 178,262.10	Table 2 - Full-Time Personnel	Licensed Building or District Administrator	Social-Emotional Support, Academic Interventionist	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 178,262.10	School clarified that intent is to hire an additional assistance principal; intended role Does not directly address an incremental COVID need
7980-4-001	Eligible	Eligible for 1/3 of original requested quantity (117); subject to substitution of a similar product to satisfy COVID need	<p>The Google platform on Chromebooks allows students to continue with the best practice of collaborative learning in the classroom and still maintaining the recommended social distance due to COVID. Students required to stay 3-6 feet from each other during the school day are able to use the Google platform on Chromebooks for group projects, small group discussion, virtual science labs, test reviews, as well as attend school remotely during COVID quarantine.</p> <p>After students returned for the 2020-2021 school year, there was a wide range of academic skills, and many demonstrated significant loss in literacy and numeracy skills during the six months they were out of school due to COVID. Chromebooks allow teachers to differentiate academic practice according to individual student needs on programs such as Lexia Core 5, iXL, Xtra Math, as well as individual assessments to progress monitor learning.</p> <p>We need reliable mobile devices to be able to continue student collaborative learning while socially-distanced, differentiate student academic practice, and monitor the progress of student learning to close learning gaps from the loss of academic instruction last spring when in person school was suspended due to the COVID-19 pandemic.</p>	We asked for 350, which is 1:1 for our school building. Even a third or half would be helpful.	\$ 29,550.86	Table 4 - Other Requests	New Service	Mobile devices damaged and overused during remote learning during the COVID-19 pandemic and need to be replaced	Educational technology - Hardware	0	\$ 88,400.00	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)

Building #	School Name
8566	Saint Matthew Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
8566-1-002	Ineligible	Does not directly address an incremental COVID-19 need	Microsoft Office Licensing would be added to teachers computer providing them an additional way to plan and present lessons to students who fell behind due to COVID and remote learning. Teachers are continual communicating with parents through notes and lesson plans to assure no one falls further behind.		\$ 1,787.51	Table 1 - Service Center Menu	Microsoft Office Licensing	Faculty will use to	Educational technology - Software	11	\$ 1,787.51	Does not directly address an incremental COVID-19 need
8566-1-006	Eligible		Chromebooks will be used during summer school by students to address learning loss of remote learners. Students will engage in programs that evaluate and then design lessons for specefic needs.	We would like to have all the chromebooks for summer school of 2021. The number of summer school students is greater than we first anticipated.	\$ 8,503.20	Table 1 - Service Center Menu	Samsung Chromebook 4 - 11.6" - Celeron N4020 - 4 GB RAM - 64 GB eMMC	These will be used by students for in class and remote learning.	Educational technology - Hardware	30	\$ 8,503.20	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of future need. Does not descri how request will be used in class to address learning loss
8566-4-002	Eligible		Intro to Reading provides for whole class instruction, small group instruction and pull out interventions. We would be able to print materials for individual use to maintain no contact between students. In addition they provide on-line accessments. Running records can be kept online with suggestions on where specific instruction is needed to fill in the gaps. Half of each class showed a decline in thier ELA assessment and two additional students did not make any gains. Over half of our students need interventions due to learning loss. This is a intervention that would provide a cohesive, integrated program to meet eveyone's needs.		\$ 23,920.00	Table 4 - Other Requests	New Service	Into Reading K-6	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 23,920.00	Does not adequately describe how the request will address student learning loss / incremental COVID need
8566-4-004	Eligible		Child First Word Kits provide visual, kinesthetic and auditory instruction on vocabulary for our primary students. This allows all learners to be taught in a way that they best learn. Each kit is divided into leveled word lists. This will enable our teachers to provide whole group instruction and to differentiate for students at their level. Thus meeting the needs of all of our students. Approximately one third of our students have learning loss due to COVID and remote learning last spring.		\$ 625.87	Table 4 - Other Requests	New Service	Child First word kits	Redeveloping instructional plans for remote or hybrid learning or to address learning loss	0	\$ 625.87	Does not adequately describe how the request will address student learning loss / incremental COVID need

Building #	School Name
9002	Cure' of Ars Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9002-1-001	Eligible		We have many students in each grade, K-2, from our Acadience progress monitoring in both Reading and Math that are behind academically due to a loss of learning with COVID-19. Our students K-2 are assessed in their reading growth through Raz Kids, a program that assesses both fluency and reading comprehension. In the Fall of 2021, we had 36% of our students fall well below grade level to begin the 2020-2021 school year. This percentage was about 10% greater than the previous year. In order to decrease this learning gap in our students, we are asking for ipads. These ipads will allow students in class accessibility to our Raz-Kids (A to Z reading program). This will support progress monitoring. Students will be able to take online assessments using these devices on a daily basis to continue working on their reading fluency and comprehension skills. We currently have zero iPads in our entire building. For next year (21-22) we will have 220 K-2 students enrolled in our building. Our proposal for iPads would give us a 2-1 student to iPad ratio in the classroom for our students.		\$ 65,496.00	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2"	Due to COVID-19 we are asking teachers to utilize more technology in the classrooms. Teachers will Increase interaction and engagement of students with greater access to instructional materials to address learning loss.	Educational technology - Connectivity	161	\$ 65,496.00	Does not adequately demonstrate how request for iPads for staff will address student learning loss
9002-1-002	Eligible		We have many students at each grade level from 3rd-8th grade, from our MAP and Acadience progress monitoring in both Reading and Math that are behind academically due to a loss of learning with COVID-19. Our students gr. 3-6 are assessed in reading with Acadience and students gr. 3-8 with MAP. Our MAP data shows that in the fall of 2020 we had multiple grade levels (3,7,8) that were below fall 2019 averages showing a loss of learning due to COVID-19. In order to decrease this learning gap in our students, we are asking for Chromebooks. Students will be able to access our math & reading digital curriculum as well as several other digital resources we subscribe to annually. In spring of 20' we also lent out Chromebooks to all school families (400+) for remote learning. Approx. 50 Chromebooks were either damaged to the point of needing replaced or not returned.		\$ 21,294.78	Table 1 - Service Center Menu	ASUS Chromebook 12 C223NA-DH02 - 11.6" - Celeron N3350 - 4 GB RAM - 32 GB e	We currently utilize Chromebooks at our school. Due to COVID19 we have many chromebooks that have had extra use over the last 12 months and need to be replaced. In addition, we continue to grow enrollment. We also have all students, K-8 that utilize the Google classroom and need access with a Chromebook.	Educational technology - Connectivity	75	\$ 21,294.78	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
9002-4-002	Eligible	Subject to substitution of a similar product to satisfy COVID need	If 9002-1-001 is approved, we would like cases to protect the devices		\$ 2,344.16	Table 4 - Other Requests	New Service	ProCase iPad 10.2 Case 2020 iPad 8th Generation for iPads to address technology needs due to COVID-19	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 2,344.16	Tied to computer request, which was deemed ineligible
9002-4-007	Eligible	Subject to substitution of a similar product to satisfy COVID need	If 9002-1-001 is approved, carts to hold the devices would be beneficial for charging, storage, and transportation.		\$ 3,931.20	Table 4 - Other Requests	New Service	Carts to hold iPads for COVID-19 technology needs	Educational technology - Connectivity	0	\$ 3,931.20	Tied to computer request, which was deemed ineligible

Building #	School Name
9015	Good Shepherd

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9015-1-005	Eligible		Our school requested and had approved several carts of iPads. The Apple Macbook Pro's that were denied are needed to program and add all apps to the iPads. The installation of these programs runs through the Macbook, which is connected to the cart to run the apple account and configure the iPads.		\$ 2,670.38	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar - 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	This item will enhance the use of technology. The laptop will control the Apple iPads download system. The iPads were requested to allow one to one use for students.	Educational technology - Hardware	2	\$ 2,670.38	Does not adequately demonstrate how the request for MacBooks is necessary to address learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
9015-2-001	Eligible			We did receive approval for this certified position for a learning center teacher. A salary of \$40,000 was populated automatically in the dropdown box. The certified staff member that would like to take this position is currently a staff member at our school. They will go through the new hire process through Orion. I would like to request a salary of \$44,200 to meet where she is on the current salary scale.	\$ 152,773.66	Table 2 - Full-Time Personnel	Certified Teacher	A full-time learning center teacher is essential in providing instruction to help students get back on track due to learning loss during the pandemic. This certified teacher will work with individual students as well as helping teachers plan instruction to meet the needs of all students.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 142,861.50	

Building #	School Name
9018	St Joseph Shawnee

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9018-1-005	Eligible		According to NWEA MAP Reports, 60% of our students dropped in percentile placement from the Fall 2019 school year to the Fall of 2020 school year. We would like to provide professional development to our teachers so they are equipped to provide strategic interventions to address learning loss due to COVID, specifically in the area of Math. This specific professional learning will provide evidence based training that will allow our teachers to intentionally meet the needs of students in this post-COVID year.	15	\$ 19,240.00	Table 1 - Service Center Menu	Elementary Math Professional Learning	Training on delivering evidence-based math instruction that meets the needs of students	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	2	\$ 19,240.00	Does not adequately describe the how request will address an incremental COVID need or learning loss
9018-1-006	Eligible		Due to our interim Kansas assessment data, we have been able to pinpoint specific students who would benefit from our teachers being able to address students' identified needs. We have also been able to identify specific skills that need to be targeted at each grade level. Therefore the need for coaching in those identified areas is necessary. Our interim data shows at least one-third to almost two-thirds of each grade level's standards are understood by less than 60% of our students. Our teachers have not received coaching in targeting instructional needs.	10	\$ 24,960.00	Table 1 - Service Center Menu	Elementary Math Individual Coaching	Individual or small group coaching for elementary teachers meeting the comprehensive needs of students in mathematics.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	20	\$ 24,960.00	Does not appear reasonable in light of other coaching that was requested and approved.

Building #	School Name
9023	Holy Cross Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9023-3-001	Eligible		<p>A school counselor is imperative in supporting our students with the social and emotional repercussions created by the pandemic. The differences between the previous year to the current year has made it clear we need more mental health and SEL support for our students and staff. The students would benefit from a program implemented by a school counselor that will provide students with social awareness, emotional intelligence and self-regulation of behavior. These skills will drive home the importance of social emotional learning to students academic success and later success in life.</p> <p>Our school population is 51% minority and this subgroup often times does not have access to this type of service outside the school setting. The rising amount of mental health emergencies and suicidal threats within our building, starting as low as third grade, deems the need of a mental health professional on-site at minimum for three days a week for more support.</p>		\$ 63,835.32	Table 3 - Part-Time Personnel	0.00	The impact of the pandemic has resulted in social and emotional concerns of all our student body. The differences between the previous year to this year has made it clear we need more support for our students staff in this area.	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	1773	\$ 1,070.06	Missing information
9023-4-003	Ineligible	Does not demonstrate reasonableness of cost vs. impact	<p>School shutdowns have proven racial disparities in learning and achievement. Assessment data from this fall, shows that students, on average, started school about three months behind where we would expect them to be in mathematics. Students of color were about three to five months behind n learning; white students were about one to three months behind.</p> <p>Being that our school population is 51% minority, we need to provide the best interventions in mathematics and to better support our students. . A Math lab would benefit our students and support them in bridging the achievement gaps Covid has created especially for our students in the specific subgroups with the biggest deficits. When Math Labs become an integral part of the school's culture, they allow teachers and school leaders to negotiate how they position and empower students; what opportunities they give students to learn rich mathematics; and what shared professional values guide their inquiry into students' mathematical learning. Math labs have proven to increase state assessment scores by over 50% in three year periods and also help close the gap between white and student minority groups. Providing our students with a math lab will help increase achievement in math.</p>	Interactive Touch Screen TV- \$3000 (Astar AWB-6507 65" Multi Touch Display Electronic White Board Interactive Smart Writing Board w/Wi-Fi, 3G Internet 5000:1 Built-in Speaker1920 x 1080 Optical) Math Kits Grades K-8 - \$200 a piece x9 = \$1800 White board tables- 4 x \$350-\$1400 15 Tablets- \$200 x 15 =3,000	\$ 9,568.00	Table 4 - Other Requests	New Service	Creating a math hub for paraprofessionals, teachers and students to utilized to improve math skills for better understanding and introduce and reinforce skills lost during 4th quarter during the stay at home order will advance students skills with the tools needed for better understanding.	Educational technology - Hardware	0	\$ 14,768.00	Does not adequately describe why request is reasonable and necessary to meet stated purpose

Building #	School Name
9710	Bethany Lutheran School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9710-1-002	Eligible		This technology is needed for our students to connect remotely during distance learning. The Chromebooks will be used for zoom sessions, to submit assignments, and to email and communicate with teachers.	24 needed this school year	\$ 7,768.45	Table 1 - Service Center Menu	HP Chromebook 14A G5 - 14" - A4 9120C - 4 GB RAM - 32 GB eMMC - US	This technology allows our middle school students to increase their attendance rates by connecting remotely when choosing distance learning or when sick/absent/quarantining from school due to COVID-19. Chromebooks also increase student communication with all teachers when not able to speak in person.	Educational technology - Hardware	26	\$ 8,415.82	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
9710-1-003	Eligible		This technology will allow our students to connect remotely when distance learning. The iPads will be used for Zoom sessions, to submit assignments on the teacher's website, and to email and communicate with the teacher.	6 are needed for this school year	\$ 2,440.84	Table 1 - Service Center Menu	Apple 10.2-inch iPad Wi-Fi - 8th generation - tablet - 32 GB - 10.2"	iPads are needed for our younger-grade distance learning students, and to help those that need to connect remotely due to quarantining or illness and COVID-19 issues.	Educational technology - Hardware	14	\$ 5,695.30	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need
9710-4-002	Eligible		This software provides reliable testing for students in the area of reading comprehension, and can be used online/remotely for students who are unable to attend school in person. This provides the teacher with data and feedback that can be used to modify instruction and ensure all students are learning and progressing in the area of reading. This particular software is needed since it can be implemented remotely for online learners.		\$ 5,050.24	Table 4 - Other Requests	New Service	Renaissance Learning Accelerated Reader Program - allows for independent reading comprehension monitoring, and testing at home when students are remote	Educational technology - Software	0	\$ 5,050.24	Description does not clearly map to specific subset of future remote/hybrid students; property purchased through the EANS program generally cannot be held in anticipation of potential future need

Building #	School Name
9892	Corpus Christi Catholic School

RECONSIDERATION REVIEW					ORIGINAL REQUEST							
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9892-1-001	Ineligible	Does not demonstrate reasonableness of quantity (does not identify number of Tier 2 and 3 students)	To address learning losses demonstrated by students, we will be using various personalized, computer-adaptive Tier 2 and Tier 3 student interventions. As these interventions are online, we need additional devices to be able to realize their full potential for students. Additional devices would also allow us to avoid having to share devices between students. If or when we would need to move students to a remote learning scenario, this individual device would allow them to continue accessing those digital supports, as well as being available for remote meeting platforms. We have also seen an enrollment increase of 50+ students for the upcoming school year. Many of these students will be coming to us at risk and having been online/remote for a majority of their 2020-21 school year. This further increases our need for more devices to get closer to that 1:1 ideal for students.		\$ 80,111.43	Table 1 - Service Center Menu	Apple MacBook Pro with Touch Bar - 13.3" - Core i5 - 8 GB RAM - 256 GB SSD	Our current 1:1 student and teacher devices are 7+ years old. They have struggled to keep up with the remote meeting platforms (Zoom, Google Meet, etc.) as their operating systems and hard drives are not capable of supporting the updates. These machines directly provide the learning materials to students in class and remotely. We also do not have enough machines to facilitate individual student learning, resulting in many students needing to share devices.	Educational technology - Hardware	60	\$ 80,111.43	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)
9892-1-002	Ineligible	Does not demonstrate reasonableness of quantity (does not identify number of Tier 2 and 3 students)	To address learning losses demonstrated by students, we will be using various personalized, computer-adaptive Tier 2 and Tier 3 student interventions. As these interventions are online, we need additional devices to be able to realize their full potential for students. Additional devices would also allow us to avoid having to share devices between students. If or when we would need to move students to a remote learning scenario, this individual device would allow them to continue accessing those digital supports, as well as being available for remote meeting platforms.		\$ 117,734.12	Table 1 - Service Center Menu	Dell Latitude 3190 2-in-1 - 11.6" - Pentium Silver N5030 - 4 GB RAM - 128 GB	Our current classroom devices are 6+ years old. They have struggled to keep up with the remote meeting platforms (Zoom, Google Meet, etc.) as their operating systems and hard drives are not capable of supporting the updates. These machines directly provide the learning materials to students in class. However, they are so old, we are unable to send them home. The batteries are shot, so they will only work when plugged in - which does not allow for social distancing. We also do not have enough machines to facilitate individual student learning, resulting in many students needing to share devices.	Educational technology - Hardware	215	\$ 117,734.12	Replacement of old technology is not allowable; does not adequately demonstrate how request addresses student learning loss; description does not clearly map to specific subset of future remote/hybrid students (school has been in-person)

Building #	School Name
9893	John Paul II Catholic School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9893-2-001	Eligible		Teacher to support the increase of students in the learning center for extra support that are experiencing learning loss due to remote learning.	I originally requested a salary of \$40,000. One of my classroom teachers is interested in this position but they currently make \$49,000. I wanted to see if I could increase my salary request to \$49,000 so that she would not experience a salary loss if she accepts this position. Thank you!	\$ 164,101.86	Table 2 - Full-Time Personnel	Certified Teacher	To support students in the learning center that are experiencing learning loss due to COVID/ remote learning	Initiating and maintaining education and support services or assistance for remote or hybrid learning or to address learning loss	0	\$ 142,861.50	

Building #	School Name
9999	Cornerstone Classical School

RECONSIDERATION REVIEW						ORIGINAL REQUEST						
Request ID	Eligibility reconsideration recommendation	Notes	Revised description	Revised quantity	Revised dollar value	Request Category	Request	Original description	EANS allowable use	Original quantity	Original dollar value	Rationale for original ineligible recommendation
9999-4-006	Ineligible	Does not adequately describe why request is necessary or reasonable to address an incremental COVID need	Removable lighting to convert the gymnasium into a socially distance classroom space for large classes. Current lighting is poorly suited for academic work. New lighting will make it an effective space for classes. The lights we have are plug-in. We will replace them with classroom lighting which also plugs in. These will not be permanently fixed lights.		\$ 1,519.32	Table 4 - Other Requests	New Service	Lighting to convert the gymnasium into a socially distance classroom space for large classes. Current lighting is poorly suited for academic work. New lighting will make it an effective space for classes.	Physical barriers to facilitate social distancing	0	\$ 1,519.32	Permanent fixtures are not permitted under EANS funding given limited duration of EANS program
9999-4-007	Ineligible	Does not demonstrate reasonableness of quantity or cost vs.impact	4 Interactive Projectors Epson BrightLink Pro 1480Fi Interactive projector is a smart board and projector in one and will allow us to capture and share class notes during hybrid learning. We have four classrooms with students with organ transplants, immuno-compromised children, or immuno-compromised siblings who are often learning from home even when the school is not in hybrid. These students spend considerable school days at home when COVID numbers increase or when there is possible COVID in the school. With an interactive projector, we do not need to purchase a smartboard or promethium board.		\$ 13,561.60	Table 4 - Other Requests	Modification	11 Interactive Projectors Epson BrightLink Pro 1480Fi Interactive projector is a smart board and projector in one and will allow us to capture and share class notes during hybrid learning. We have several families with organ transplant children or otherwise immuno-compromised children who are often learning from home even when the school is not in hybrid. With an interactive projector, we do not need to purchase a smartboard or promethium board.	Educational technology - Hardware	0	\$ 37,294.40	Request Does not adequately demonstrate reasonableness of quantity compared to subset of students who are expected to be remote

ESSER II Plan Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced-Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	216	Deerfield	192	73%	\$ 223,688	\$ 223,688	100%	\$ 223,688	100%	\$ 1,165
2	229	Blue Valley	22,278	8%	\$ 6,535,801	\$ 6,533,840	100%	\$ 6,533,840	100%	\$ 293
3	240	Twin Valley	561	52%	\$ 312,473	\$ 312,430	100%	\$ 312,430	100%	\$ 557
4	241	Wallace County Schools	209	37%	\$ 119,187	\$ 119,187	100%	\$ 119,187	100%	\$ 570
5	244	Burlington	799	41%	\$ 372,430	\$ 372,430	100%	\$ 372,430	100%	\$ 466
6	250	Pittsburg	3,276	61%	\$ 3,123,210	\$ 1,867,000	60%	\$ 1,867,000	100%	\$ 570
7	260	Derby	7,227	44%	\$ 2,642,818	\$ 1,643,082	62%	\$ 1,643,082	100%	\$ 227
8	267	Renwick	1,856	16%	\$ 533,006	\$ 533,006	100%	\$ 533,006	100%	\$ 287
9	287	West Franklin	599	48%	\$ 357,046	\$ 357,046	100%	\$ 357,046	100%	\$ 596
10	290	Ottawa	2,268	52%	\$ 1,569,755	\$ 1,568,000	100%	\$ 1,568,000	100%	\$ 691
11	298	Lincoln	328	58%	\$ 246,941	\$ 232,936	94%	\$ 232,936	100%	\$ 710
12	303	Ness City	287	46%	\$ 161,161	\$ 161,161	100%	\$ 161,161	100%	\$ 562
13	310	Fairfield	274	58%	\$ 257,962	\$ 257,962	100%	\$ 257,962	100%	\$ 941
14	313	Buhler	2,249	35%	\$ 891,835	\$ 891,835	100%	\$ 891,835	100%	\$ 397
15	322	Onaga-Havensville-Wheaton	305	51%	\$ 150,992	\$ 150,992	100%	\$ 150,992	100%	\$ 495
16	343	Perry Public Schools	747	35%	\$ 324,882	\$ 249,746	77%	\$ 241,318	97%	\$ 323
17	344	Pleasanton	346	54%	\$ 304,430	\$ 304,430	100%	\$ 304,430	100%	\$ 880
18	356	Conway Springs	481	27%	\$ 278,397	\$ 248,397	89%	\$ 248,397	100%	\$ 516
19	365	Garnett	935	50%	\$ 717,952	\$ 717,952	100%	\$ 717,952	100%	\$ 768
20	379	Clay Center	1,312	41%	\$ 737,901	\$ 737,901	100%	\$ 737,901	100%	\$ 562
21	388	Ellis	424	33%	\$ 186,836	\$ 105,152	56%	\$ 105,152	100%	\$ 248
22	405	Lyons	749	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	100%	\$ 1,012
23	415	Hiawatha	952	48%	\$ 750,300	\$ 289,625	39%	\$ 289,625	100%	\$ 304
24	419	Canton-Galva	304	39%	\$ 142,792	\$ 142,792	100%	\$ 142,792	100%	\$ 470
25	435	Abilene	1,510	47%	\$ 845,913	\$ 845,913	100%	\$ 845,913	100%	\$ 560
26	438	Skyline Schools	344	31%	\$ 129,990	\$ 129,990	100%	\$ 129,990	100%	\$ 378
27	446	Independence	2,033	65%	\$ 2,749,717	\$ 2,395,635	87%	\$ 2,395,635	100%	\$ 1,178
28	447	Cherryvale	747	67%	\$ 1,124,622	\$ 737,246	66%	\$ 737,246	100%	\$ 987
29	460	Hesston	817	26%	\$ 247,762	\$ 51,848	21%	\$ 51,848	100%	\$ 63
30	473	Chapman	1,067	42%	\$ 551,938	\$ 310,673	56%	\$ 310,673	100%	\$ 291
31	477	Ingalls	234	36%	\$ 83,381	\$ 83,381	100%	\$ 83,381	100%	\$ 356
32	479	Crest	235	51%	\$ 150,050	\$ 150,050	100%	\$ 150,050	100%	\$ 639
33	481	Rural Vista	264	51%	\$ 241,102	\$ 241,102	100%	\$ 241,102	100%	\$ 913
34	491	Eudora	1,680	28%	\$ 574,955	\$ 547,065	95%	\$ 547,065	100%	\$ 326
35	509	South Haven	201	40%	\$ 100,040	\$ 100,040	100%	\$ 100,040	100%	\$ 498
Total			58,090	31%	\$ 28,499,246	\$ 24,371,515	86%	\$ 24,363,087	100%	\$ 419

Kansas CommonApp (2020)

1534-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jPXJXAdj

216_Deerfield_ESSER II Plan_0420

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 | 216 Deerfield

Applicant / Mailing Address

| 803 Beech St.
Deerfield, KS 67838

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

Applicant / Email Address of Owner, CEO, or Executive Director | tyson.eslinger@usd216.org

Applicant / Phone Number | 620-426-8516

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) | 48-0721568

Applicant / Website Address (if applicable) | www.usd216.org

Applicant / Child Care Licensing Number (if applicable) | 0058151-016

Applicant / Mission Statement (if applicable)

| Student Achievement is Number 1!

Fiscal Agent / Name (if applicable) | Reyna Royer-Weatherred

Fiscal Agent / Email (if applicable) | reyna.weatherred@usd216.org

Fiscal Agent / Mailing Address (if applicable)

| 803 Beech St.
| Deerfield, KS 67838

Application details

Full District Name | Deerfield Unified School District

District Number | 216

Mailing Address | Street Address | 803 Beech St.

Mailing Address | City | Deerfield

Mailing Address | Zip Code | 67838

Authorized Representative of the District | Name | Tyson Eslinger

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | tyson.eslinger@usd216.org

Authorized Representative of the District | Phone Number | +16204268516

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

Other District Representative 1 | Email Address | reyna.weatherred@usd216.org

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

| The impacts of the COVID-19 Pandemic for USD 216 have been visible both academically and on the social/emotional front. In the District, we currently have 20% of our students identified as Chronic Absent, and the main cause of the students missing school is the pandemic. Academically District-wide, we have seen a decline in our reading and math scores and an even bigger decline in our ELL population, and free and reduced lunch students' scores. Currently, 70% of our student population is free

and reduced, and 45% is ELL. With over 60% of our students being identified as at high risk or some risk in Reading and Math according to our Fastbridge data, and then 100% of our students identifying with some social/emotional struggle based on our SAEBRS data and small group work of our Social/Emotional Counselor. The impact of not being in school from last March till May and then the ongoing stresses of the daily pandemic has taken a huge toll on our students and staff.

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 of our ESSER 1 funds will be spent on additional staff to help address the learning needs of our students and provide coverage for staff. This person is working with our ELL population, who has been impacted greatly by the pandemic in the role of para but on days that a teacher is gone and we cannot fill with a substitute; this person will cover those classes to help keep the learning moving forward on those days and limit the amount of time lost due to a teacher being out because of quarantine or positive cases. It will also help cover the cost of the extra time that staff has put in to help teach students and keep facilities cleaned during the pandemic.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income

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

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

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

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

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

USD 216 will be allocating our ESSER 2 funds to help address the learning loss from the pandemic by giving staff and students the resources they need to be successful. Through our remote learning and in-person learning, we have identified that our technology is not sufficient to support our students and staff in the curriculum and resources that we are using to help close the gaps and educate our students. One of our main priorities will be updating technology for both students and teachers district-wide to better use programs and curriculum. We conducted building needs assessments with our staff. The biggest need from outside of technology improvements was the need to provide professional development on the resources we are using and highly effective teaching strategies. To build on the extra learning time our staff is already providing, we are creating an EXCElerate Learning Academy this summer to help close the gap on learning and provide students an opportunity to get a jump start on the next school year. This academy will be a combination of closing academic gaps and providing STEAM-based hands-on problem-solving education. We hope to expand this model in years to come to continue to grow a love of learning among all our students. The final part of our plan is to align and update both social/emotional and academic curriculum to support closing the gap and making sure our students have social/emotional help.

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

USD 216 is finishing up year 1 of FastBridge for both academic and social/emotional data tracking. We will continue to use FastBridge for both progress monitoring and intervention resources and measure where our students are at social/emotional and providing supports based on that data. Two other pieces of data that we will look at are our absentee rates and state assessments. We will also continue to conduct yearly building needs assessments that involve the staff to see if the plans we are implementing and materials we are buying are impacting our students.

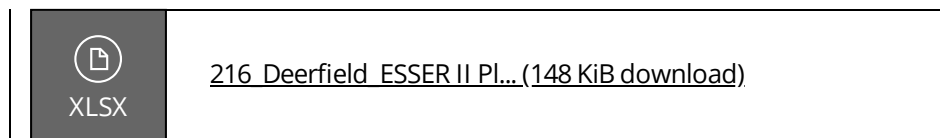
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will

be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

transaction by any federal department or agency.

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Tyson Eslinger

Date | 04/20/2021

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

USD	District Name	Data as of
216	Deerfield	May 4, 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
216-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Will be used to pay staff supporting our ELL population.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	80	For one para to provide additional support to English Learners.
216-1-002	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Purchase Social/Emotional Curriculum to help support staff and students. Purchase Reading, Math, and STEAM curriculum and resources to address learning gaps that have been identified through our data.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	80	
216-1-003	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Provide Professional Development around resources and highly effective teaching strategies to support staff in helping close the gap for our students.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	80	
216-1-004	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Will be used to cover staff cost and purchase materials for our EXCELerate Learning Academy during the summer to help address learning gaps as well as grow students passion for learning.	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	80	
216-1-005	Eligible	Direct Allocation	Support Services	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	This will be used to upgrade technology district wide for both students and staff. These upgrades in computers will make the classrooms more interactive and allow for us to use programs in a more effective manner. In the event that we have to have remote learning in the future, it will allow for all students to have access to quality technology that can support the remote learning.	\$ 146,688	\$ -	\$ 146,688	\$ -	\$ -	80	Technology upgrade is necessary to properly run the software that is being used to help address learning loss and when necessary, serve students remotely. 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)

1036-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zAKrYbyP

229_Blue Valley_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	Blue Valley School District
Applicant / Mailing Address	
	15020 Metcalf Overland Park, Kansas 66223
Applicant / First and Last Name of Owner, CEO, or Executive Director	Adam Wade
Applicant / Email Address of Owner, CEO, or Executive Director	awade@bluevalleyk12.org
Applicant / Phone Number	913-239-4623

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	Blue Valley School District
District Number	229

Mailing Address Street Address	15020 Metcalf
Mailing Address City	Overland Park, KS
Mailing Address Zip Code	66223
Authorized Representative of the District Name	Adam Wade
Authorized Representative of the District Position or Title	Director of Academic Achievement and Accountability
Authorized Representative of the District Email Address	awade@bluevalleyk12.org
Authorized Representative of the District Phone Number	+19132394623
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jdaniel@bluevalleyk12.org
Other District Representative 2 Email Address	kmcollier@bluevalleyk12.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 estimate that COVID-19 has cost 2.9 million dollars beyond federal funding. This includes PPE, mitigation, contact tracing, VirtualED, etc.

Due to COVID-19, we have had roughly 25% of our families opt for VirtualED for the entire school year. Thus, we have built a remote school for 6,000 students which has included costs for hiring extra teachers, hiring a VirtualED Director, creating resources to support teachers, training teachers, buying software, etc. All of these pieces have been necessary to provide families with the high quality education they expect.

Additionally, families' worries and needs have increased this year. As we want to serve families to the best extent, we know that moving forward, we need to understand their perceptions, fears, and concerns so that we know we are appropriately responsive.

COVID-19 has impacted student learning, both academically and social-emotionally. While impacts vary, MAP data shows struggles in math, where less than 50% of students met their Fall to Winter growth target. Reading data was better, though many students are likely not progressing as much as they would be otherwise. Further, our social-emotional data (through Panorama, ICLE WE Teacher and Student Surveys, KCTC) shows students feel more isolated than they have in the past.

As a result of these increased needs, we need extended learning opportunities for students (in both realms), before and after school tutoring, more instructional resources to aid in targeted interventions, more intervention specialists, and a special education literacy consultant.

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 remaining ESSER I allocation will be used for tutoring stipends to pay teachers to work with students outside of contract time on an as-needed basis during the fourth quarter of the school year. It will also be used to account for any teacher overages necessitated by offering remote learning. Lastly, we could also move some of the remaining salaries for the health mitigation employees here also. In essence, the plan is to use up ESSER I Gen Ed funding by the end of the year.

As for ESSER I SPED, we plan to use some of the allocation for teacher stipend pay (OT/SLP compensatory services for summer 2021) and software purchases.

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

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

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

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

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

We propose using our allocation in the following ways:

*Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.

*Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity & Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.

*Spending on surveys that better help us serve our families in these needy times, as gathering familial input will allow us to further customize the Blue Valley experience. Further, we would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.

*Purchasing tools that will better help teachers analyze data, which will help us better serve students.

*Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.

*Paying for extended learning opportunities this summer to help students catch-up academically.

*Purchasing instructional resources such as a phonics resource, math materials, SEL resources, and other intervention materials as needed.

*Funding intervention specialists at high schools to help address learning loss for students.

*Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.

*Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.

*Finally, we would like to use funds to continue to build our virtual school, so that we can meet the needs of students wanting to learn from home. Meeting these needs are especially crucial, as we know that remote learning won't be permitted for Kansas students in Fall 2021.

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

Since all of our proposed expenditures relate to academic and social-emotional needs, our measurements can be boiled down to the following:

*We will use the research-based surveys during the 2021-22 school year to measure family feedback in the areas of school satisfaction, school connectedness, and culture, all of which have an impact on defining emotional and academic needs of students.

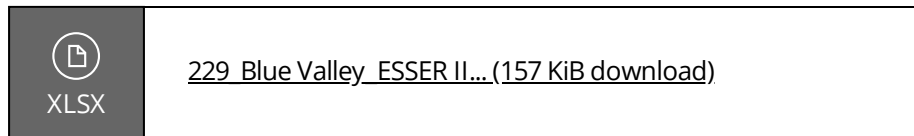
*We will use MAP, Acadience, KAP, PSAT, ACT, and AP data to provide us with many different big picture lenses into how students are growing academically. With the hopeful funding of more data analysis tools, we will increase focus on teacher-created formative assessments, where PLCs can problem-solve around students' academic needs.

*We will use Panorama (3-5), KCTC (6, 8, 10, 12), informal surveys (K-2), and WE surveys (6-12) to measure how students are progressing in terms of SEL.

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

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

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

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

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

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

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

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

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 | Adam Wade

Date | 03/31/2021

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

USD	District Name	Data as of
229	Blue Valley	May 4, 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
229-1-001	Eligible	Direct Allocation	Support Services (General Administration)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Contact Tracer	\$ 80,284	\$ 40,142	\$ 40,142	\$ -	\$ -	1.34E+08	*Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.
229-1-002	Eligible	Direct Allocation	Support Services (General Administration)	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Contact Tracer	\$ 16,683	\$ 8,138	\$ 8,545	\$ -	\$ -	1.34E+08	*Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.
229-1-003	Eligible	Direct Allocation	Support Services (General Administration)	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Contact Tracer	\$ 5,753	\$ 2,548	\$ 3,205	\$ -	\$ -	1.34E+08	*Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.
229-1-004	Eligible	Direct Allocation	Support Services (General Administration)	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Contact Tracer	\$ 159	\$ 70	\$ 89	\$ -	\$ -	1.34E+08	*Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.
229-1-005	Eligible	Direct Allocation	Support Services (General Administration)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	2. Coordination of COVID-19 preparedness and response efforts	Contract Tracers - Contracted Services	\$ 240,000	\$ 120,000	\$ 120,000	\$ -	\$ -	1.34E+08	*Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.
229-1-006	Eligible	Direct Allocation	Support Services (General Administration)	SUPPLIES AND MATERIALS	2. Coordination of COVID-19 preparedness and response efforts	Mitigation Strategies	\$ 470,747	\$ 156,916	\$ 156,916	\$ 156,915	\$ -	1.34E+08	*Paying for mitigation strategies and contract tracers to provide for the health and safety of students, staff, parents, and patrons.
229-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional Learning Stipends	\$ 232,020	\$ 77,340	\$ 77,340	\$ 77,340	\$ -	1.34E+08	*Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity & Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.
229-1-008	Eligible	Direct Allocation	Support Services (Instructional Staff)	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Professional Learning Stipends	\$ 17,748	\$ 5,916	\$ 5,916	\$ 5,916	\$ -	1.34E+08	*Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity & Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.

229-1-009	Eligible	Direct Allocation	Support Services (Instructional Staff)	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Professional Learning Stipends	\$ 232	\$ 77	\$ 77	\$ 78	\$ -	1.34E+08	*Funding professional learning in the areas of Trauma Responsive Learning, Reading Strategies, Assessment Data Analysis, School Wide Positive Behavior Supports, Mathematics Pedagogy, and Diversity, Equity & Inclusion. This would help address the academic and social-emotional losses, developed as a result of COVID-19.
229-1-010	Eligible	Direct Allocation	Support Services (Students)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	2. Coordination of COVID-19 preparedness and response efforts	Contract Sub Nurses	\$ 245,119	\$ 158,400	\$ 86,719	\$ -	\$ -	1.34E+08	
229-2-001	Eligible	True Up Allocation	Support Services	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	2. Coordination of COVID-19 preparedness and response efforts	SPED Nurse Subs	\$ 71,683	\$ -	\$ 71,683	\$ -	\$ -	1.34E+08	
229-2-002	Eligible	True Up Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Medical Consultant	\$ 44,763	\$ 44,763	\$ -	\$ -	\$ -	1.34E+08	
229-2-003	Eligible	True Up Allocation	Support Services (Instructional Staff)	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Medical Consultant	\$ 8,138	\$ 8,138	\$ -	\$ -	\$ -	1.34E+08	
229-2-004	Eligible	True Up Allocation	Support Services (Instructional Staff)	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Medical Consultant	\$ 2,597	\$ 2,597	\$ -	\$ -	\$ -	1.34E+08	
229-2-005	Eligible	True Up Allocation	Support Services (Instructional Staff)	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Medical Consultant	\$ 75	\$ 75	\$ -	\$ -	\$ -	1.34E+08	
229-2-006	Eligible	True Up Allocation	Instruction	Supplies-Technology Related	3. Providing principals and other school leaders with resources to address individual school needs	Family Connectedness Software	\$ 55,000	\$ 55,000	\$ -	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Spending on surveys that better help us serve our families in these needy times, as gathering familial input will allow us to further customize the Blue Valley experience. We would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.
229-2-007	Eligible	True Up Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	ES Phonics Resource	\$ 425,000	\$ 425,000	\$ -	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Purchasing instructional resources such as a phonics resource, math materials, SEL resources, and other intervention materials as needed.
229-2-008	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	School Connectedness Stipends	\$ 371,229	\$ 123,743	\$ 123,743	\$ 123,743	\$ -	1.34E+08	Described in more detail in the narrative:we would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.

229-2-009	Eligible	True Up Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	School Connectedness Stipends	\$ 28,398	\$ 9,466	\$ 9,466	\$ 9,466	\$ -	1.34E+08	Described in more detail in the narrative:we would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.
229-2-010	Eligible	True Up Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	School Connectedness Stipends	\$ 373	\$ 124	\$ 124	\$ 125	\$ -	1.34E+08	Described in more detail in the narrative:we would like to use funds to design strategies to increase parent and student connectedness to school in order to benefit the social-emotional needs of all students.
229-2-011	Eligible	True Up Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Needs Assessment Testing	\$ 430,000	\$ 143,333	\$ 143,333	\$ 143,334	\$ -	1.34E+08	
229-2-012	Eligible	True Up Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Summer School Supplies	\$ 50,000	\$ 25,000	\$ 25,000	\$ -	\$ -	1.34E+08	*Paying for extended learning opportunities this summer to help students catch-up academically.
229-2-013	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Stipends	\$ 1,624,130	\$ 812,065	\$ 812,065	\$ -	\$ -	1.34E+08	*Paying for extended learning opportunities this summer to help students catch-up academically.
229-2-014	Eligible	True Up Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Stipends	\$ 124,246	\$ 62,123	\$ 62,123	\$ -	\$ -	1.34E+08	*Paying for extended learning opportunities this summer to help students catch-up academically.
229-2-015	Eligible	True Up Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Summer School Stipends	\$ 1,624	\$ 812	\$ 812	\$ -	\$ -	1.34E+08	*Paying for extended learning opportunities this summer to help students catch-up academically.
229-2-016	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Tutoring Stipends	\$ 324,825	\$ 108,275	\$ 108,275	\$ 108,275	\$ -	1.34E+08	*Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.
229-2-017	Eligible	True Up Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	After School Tutoring Stipends	\$ 24,849	\$ 8,283	\$ 8,283	\$ 8,283	\$ -	1.34E+08	*Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.
229-2-018	Eligible	True Up Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	After School Tutoring Stipends	\$ 326	\$ 108	\$ 109	\$ 109	\$ -	1.34E+08	*Funding before and after school tutoring to assist students with standards at specific grade levels in specific subject areas.
229-2-019	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	HS Interventionists	\$ 608,546	\$ 304,273	\$ 304,273	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding intervention specialists at high schools to help address learning loss for students.

229-2-020	Eligible	True Up Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations.	HS Interventionists	\$ 91,140	\$ 45,570	\$ 45,570	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding intervention specialists at high schools to help address learning loss for students.
229-2-021	Eligible	True Up Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations.	HS Interventionists	\$ 46,554	\$ 23,277	\$ 23,277	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding intervention specialists at high schools to help address learning loss for students.
229-2-022	Eligible	True Up Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations.	HS Interventionists	\$ 608	\$ 304	\$ 304	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding intervention specialists at high schools to help address learning loss for students.
229-2-023	Eligible	True Up Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations.	HS Interventionists	\$ 730	\$ 365	\$ 365	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding intervention specialists at high schools to help address learning loss for students.
229-2-024	Eligible	True Up Allocation	Support Services (Instructional Staff)	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	SPED Literacy Consultant	\$ 123,968	\$ 61,984	\$ 61,984	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.
229-2-025	Eligible	True Up Allocation	Support Services (Instructional Staff)	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	SPED Literacy Consultant	\$ 16,276	\$ 8,138	\$ 8,138	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.

229-2-026	Eligible	True Up Allocation	Support Services (Instructional Staff)	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	SPED Literacy Consultant	\$ 9,484	\$ 4,742	\$ 4,742	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.
229-2-027	Eligible	True Up Allocation	Support Services (Instructional Staff)	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	SPED Literacy Consultant	\$ 124	\$ 62	\$ 62	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.
229-2-028	Eligible	True Up Allocation	Support Services (Instructional Staff)	Other Employee Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	SPED Literacy Consultant	\$ 148	\$ 74	\$ 74	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.
229-2-029	Eligible	True Up Allocation	Instruction	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	SEL Curriculum Resources	\$ 150,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ -	1.34E+08	Described in more detail in the narrative: *Funding a special education literacy consultant to assist with job embedded professional learning and coaching and to address learning loss for special education students.

229-2-030	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Add Oppurtunities for Clubs and after school Stipends	\$ 139,212	\$ 46,404	\$ 46,404	\$ 46,404	\$ -	1.34E+08	Described in more detail in the narrative: *Purchasing instructional resources such as a phonics resource, math materials, SEL resources, and other intervention materials as needed.
229-2-031	Eligible	True Up Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	Add Oppurtunities for Clubs and after school Stipends	\$ 10,650	\$ 3,550	\$ 3,550	\$ 3,550	\$ -	1.34E+08	Described in more detail in the narrative: *Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
229-2-032	Eligible	True Up Allocation	Instruction	Unemployment Compensation	10. Providing mental health services and supports	Add Oppurtunities for Clubs and after school Stipends	\$ 138	\$ 46	\$ 46	\$ 46	\$ -	1.34E+08	Described in more detail in the narrative: *Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
229-2-033	Eligible	True Up Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	10. Providing mental health services and supports	Addl Social Workers	\$ 214,978	\$ 107,489	\$ 107,489	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
229-2-034	Eligible	True Up Allocation	Support Services (Instructional Staff)	Group Insurance	10. Providing mental health services and supports	Addl Social Workers	\$ 32,552	\$ 16,276	\$ 16,276	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
229-2-035	Eligible	True Up Allocation	Support Services (Instructional Staff)	Social Security Contributions	10. Providing mental health services and supports	Addl Social Workers	\$ 16,446	\$ 8,223	\$ 8,223	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
229-2-036	Eligible	True Up Allocation	Support Services (Instructional Staff)	Unemployment Compensation	10. Providing mental health services and supports	Addl Social Workers	\$ 214	\$ 107	\$ 107	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
229-2-037	Eligible	True Up Allocation	Support Services (Instructional Staff)	Other Employee Benefits	10. Providing mental health services and supports	Addl Social Workers	\$ 258	\$ 129	\$ 129	\$ -	\$ -	1.34E+08	Described in more detail in the narrative: *Spending for more social workers and student clubs to support student wellbeing and self-care and mitigate engagement in high-risk behaviors.
229-2-038	Eligible	True Up Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Career Ready Programming	\$ 175,814	\$ 87,907	\$ 87,907	\$ -	\$ -	1.34E+08	

Kansas CommonApp (2020)

1048-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JMwNYkyl

240_TwinValley_ESSER II Plan_0408

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | Twin Valley Schools

Applicant / Mailing Address

107 N. Nelson
PO Box 38
Bennington, KS. 67422

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

Applicant / Email Address of Owner, CEO, or Executive Director | pirwin@usd240.org

Applicant / Phone Number | 7854883325 ext. 401

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 | Twin Valley Schools

District Number | 240

Mailing Address | Street Address | 107 N. Nelson, PO Box 38

Mailing Address | City | Bennington

Mailing Address | Zip Code | 67422

Authorized Representative of the District | Name | Pam Irwin

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | pirwin@usd240.org

Authorized Representative of the District | Phone Number | +17854883325

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

Other District Representative 1 | Email Address | cregnier@usd240.org

Other District Representative 2 | Email Address | leverhart@usd240.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 school district has seen academic loss as students struggled to learn over Zoom during the spring of 2020. In addition to academic loss, we see an increase in social-emotional needs throughout our district during this school year as well with COVID-19 protocols in place. Staff and students are reporting more struggles with social-emotional well-being this year.

Our SRSS data shows an increase in moderate (from 23.21% to 35.6% for externalizing behaviors; from 19.6% to 23.8% for internalizing behaviors) and high-risk behaviors (from 0% to 10.2% for externalizing behaviors; from 7.1% to 25.4% for internalizing behaviors) in one of our schools, while the other school has maintained. We had created sustainable initiatives towards addressing these behaviors prior to COVID-19 which have provided a sense of stability; however, we have not seen a significant move in the data due to protocols and isolation in place in our classrooms and buildings.

In reading, we are seeing an increase in students requiring tier 2 and 3 supports K-6. Our DIBELS data shows our students continually struggle with reading fluency and comprehension. Our MAP data also shows our students growth is not at the expected level for the 20-21 school year across the district, with our students struggling in a variety of areas including reading and math. Our Free and Reduced population, approximately 51% of our students, have shown significant struggles across the board.

In addition to the academic needs as determined through our data analysis, our need for cleaning supplies and PPE continues.

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 remaining ESSER I funds will be utilized for payroll for April and May for additional classified staff and a long term sub to complete the 20-21 school year.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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 our needs in the area of social-emotional learning, we are proposing to increase staff support in this area. We currently have 1.5 social workers and 1 at-risk coordinator in our district, however our needs are great enough to increase this to 4 full time positions for social emotional supports for the next several years (2 social workers and 2 at-risk positions). Social-Emotional issues have increased for many of our students and so one of our focuses with the ESSER II funds is to provide intensive support in this area through both staffing and resources. We would pay for 1.5 positions out of ESSER II funds.

We have also seen an impact on student's academic needs in both reading and math. We will begin using a screener that addresses all three areas (math, reading, SEL) to determine which students need additional supports and at what level. This screener identifies students who are struggling and provides basic diagnostic information.

To fill the gaps discovered, we must ensure we have the right tools in the hands of staff. Part of our new reading adoption includes a Tier 2 resource to support gaps in learning and to use as an intervention tool for K-3. In addition, we will look at purchasing additional tier 1, 2 and 3 resources for reading, math and SEL.

Extending the learning time available for students will also be a focus for the ESSER funds. Summer Academies will be scheduled each of the next 3 summers to provide additional opportunities for students to fill the gaps in their learning.

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

To determine the impact of the programs outlined in our plan, we will use a variety of data. The reading intervention materials include both benchmark assessments as well as progress monitoring tools. These assessments will be used to determine the impact of the use of these programs with students, measuring not only individual student growth, but also number of students requiring tier 2 or 3 interventions.

For math, we will also utilize additional resources for tier 2 and 3 interventions, and monitor the impact by how many students continue to need these additional supports, as well as the screener/benchmark assessments.

Additional data to be used for monitoring effectiveness of our plan will include MAP growth, discipline data, attendance data, and behavior data.

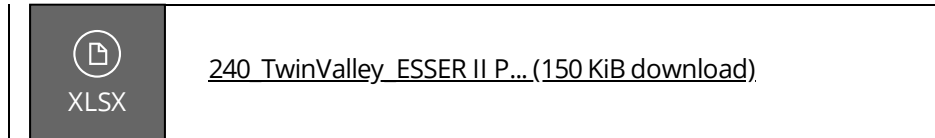
Notes on ESSER II application Excel template:

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

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

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

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



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 | Pam Irwin

Date | 04/08/2021

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

USD	District Name	Data as of
240	Twin Valley	May 4, 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
240-1-001	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hire At-Risk Coordinator and Social Worker to address Social-Emotional needs in each of our PreK-12 buildings (2 year commitment)	\$ 162,000	\$ 81,000	\$ 81,000	\$ -	\$ -	72-2100-110-0-00	
240-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	2 elementary teachers, 2 elementary classified staff, 20 days 3 HS math teachers - 8 days, drivers - 20 days, summer academy coordinator for elem - 30 days - Summer 2021 ONLY	\$ 18,800	\$ 18,800	\$ -	\$ -	\$ -	72-1000-110-0-00	
240-1-003	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer Academy Resources	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	72-1000-610-0-00	
240-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	After School Programs K-12 - both buildings - staff and drivers	\$ 45,245	\$ 22,623	\$ 22,623	\$ -	\$ -	72-1000-110-0-00	Provide more information on the number of staff and students that will benefit from this expenditure. How many times per week the assistance will be provided?; Applicant responded by email: K-6 two times per week with 3 certified and 3 classified employees. Grades 7-12, 4 times per week in the core content areas for 30 minutes each. Anticipate 20-30 students
240-1-005	Eligible	Direct Allocation	Support Services (Instructional Staff)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Reading, Intervention materials, MTSS Intervention work, How to use the screener	\$ 7,920	\$ 7,920	\$ -	\$ -	\$ -	72-2200-110-0-00	
240-1-006	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Additional resources to address learning gaps created during closures for phonemic awareness in our primary grades	\$ 1,600	\$ 1,600	\$ -	\$ -	\$ -	72-2200-300-0-00	
240-1-007	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Resources for reading interventions	\$ 32,250	\$ 32,250	\$ -	\$ -	\$ -	72-2200-300-0-00	

240-1-008	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations.	Screener for Math, Reading, SEL	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	72-1000-650-0-00
240-1-009	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations.	Resources for Math Interventions	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	72-1000-650-0-00
240-1-010	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations.	Annual licenses for online Math Intervention (tier 2 and 3)	\$ 3,840	\$ 1,920	\$ 1,920	\$ -	\$ -	72-1000-650-0-00
240-1-011	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	Additional Cleaning Supplies	\$ 8,000	\$ 4,000	\$ 4,000	\$ -	\$ -	72-2600-610-0-00
240-1-012	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Filters for Air Purifiers	\$ 775	\$ 775	\$ -	\$ -	\$ -	72-2600-610-0-00
240-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Disposable Masks/Gloves	\$ 1,500	\$ 750	\$ 750	\$ -	\$ -	72-2600-610-0-00
240-1-014	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	Additional sanitizing materials	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	72-2600-610-0-00

240-1-015	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Filters for Tersano machines	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	72-2600-610-0-00	
240-1-016	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Online Enrollment - purchase Enrollment Express and Ecollect set up and training, plus 2 year subscription	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	72-1000-650-0-00	REVISED: Provide additional information of how this relates to COVID-19.; Applicant changed account code from 72-2600-610-0-00 to 72-1000-650-0-00 (Instruction/Technology); Applicant changed ESSER II allowable category from 13 to 15 (Developing strategies and implementing public health protocols for the reopening and operation of school facilities. As we continue to deal with COVID-19, utilizing an online enrollment process will mitigate risks by not having large groups of parents/students in our buildings potentially spreading the virus.

Kansas CommonApp (2020)

1558-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KgVXGyOI

241_Wallace County Schools ESSER II Plan_04/22

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 241 Wallace County Schools
Applicant / Mailing Address	521 North Main
Applicant / First and Last Name of Owner, CEO, or Executive Director	Bruce Bolen
Applicant / Email Address of Owner, CEO, or Executive Director	bbolen@usd241.org
Applicant / Phone Number	7858524252

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

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

Fiscal Agent / Name (if applicable)	Valerie POe
Fiscal Agent / Email (if applicable)	val@usd241.org
Fiscal Agent / Mailing Address (if applicable)	

Application details

Full District Name	Wallace County Schools
District Number	241
Mailing Address Street Address	521 North Main
Mailing Address City	Sharon Springs, KS
Mailing Address Zip Code	67758
Authorized Representative of the District Name	Bruce Bolen
Authorized Representative of the District Position or Title	Superintendent of Schools
Authorized Representative of the District Email Address	bbolen@usd241.org
Authorized Representative of the District Phone Number	+117858524252
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	val@usd241.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 are working with students to develop leadership and skills to regulate themselves and to be able to help others. We assess culture and climate using the KCTC survey and also the EVERS Student Engagement Survey. The SECD curriculums used for 6-12 addresses student's emotional well-being. Studies show that students who regularly engage in self-regulatory behavior report greater well-being than their peers, including enhanced life satisfaction, perceived social support, and positive affect. All 6-12th students receive education on suicide and depression in the hopes of educating them, but also encouraging an open conversation. This gives them tools to help themselves and also their peers. The Culture and Climate Committee that will soon be in place will use culture and climate data to directly address student and staff well-being, by implementing various activities and programs. Through our data dive, we found that students who attend class in person did better than those who chose remote learning.

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.

We have many needs for ESSER II funds to address learning, safety, and social economic needs of our staff and our students. We continue to use the services of the counselor whom we added on an additional half-time contract to meet the needs of our students and our staff. In addition we are adding diagnostic testing capabilities to help disaggregate the student learning data. All of this is targeted to help students recover from learning loss that occurred last spring. If needed, we plan to offer after school extended learning time next fall, and extended learning opportunities possibly this summer and for sure in the summer of 2022.

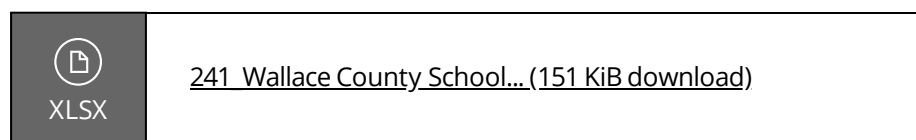
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

With our additional counselor position and updated and expanded testing capabilities, we hope to identify the learning and emotional needs of our students. Also, we plan to purchase additional technology to allow all students to have access to updated Chromebooks and iPads. Our district is behind on technology needs and this will allow access for all students. If needed, we will be able to send Chromebooks home with students who cannot afford their own computers. Our teachers have gone above and beyond their requirements this year to address the learning needs of students, and also allow us to stay in class the entire year. They would cover for each other when needed and it did not matter if they were elementary or high school, they did what was needed. We plan to pay them the additional \$500.00 hazard duty pay for their efforts to come to work every day.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Bruce E Bolen

Date | 04/23/2021

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

USD	District Name	Data as of
241	Wallace County Sch	May 4, 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
241-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Adding an additional 1/2 contract to counselor from last year has allowed us to address the social/emotional needs of our students and staff. She has worked with students, both groups and individuals, to address their mental health. She schedules all our testing to help us identify learning needs our students. She is also working with or staff to address their needs for self-care. She is a Licensed Therapist which is a bonus for our district.	\$ 50,000	\$ -	\$ 25,000	\$ 25,000	\$ -	26-1000-110-0	Function code updated per district request
241-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	We plan to hire a part-time school nurse to work with health related issues with our students and our staff. With a health nurse, we are able to keep students separated from the main office and she will make contact with parents and teachers as needed.	\$ 14,000	\$ -	\$ 7,000	\$ 7,000	\$ -	26-1000-120-0	
241-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Our plans for possibly this summer is to offer extended learning opportunities for our students. We will not offer a full summer school this year, but plan to for the summer of 2022. We will offer limited services this summer. Our district will make plans to offer extended learning opportunities to our students before, and after, school for 2021-2022, and 2022-	\$ 12,000	\$ 2,000	\$ 5,000	\$ 5,000	\$ -	26-1000-110-0	

241-1-004	Eligible	Direct Allocation	Central Services	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Many of our students are from families are with low/moderate income. We plan to purchase 20 laptops, 20 iPads, and 40 Chrome books. Our district is behind in meeting technology needs for our students. These purchases will allow us to send computers home with students, as well as having updated testing capabilities to address the learning needs of our students.	\$ 17,150	\$ 17,150	\$ -	\$ -	\$ -	265-2900-300	Function code updated per district request. 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.
241-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	In November, our district added 15 minutes to the school day in order to 'bank' learning time in case we had to move to remote learning because of COVID. Through the dedication and determination of our teachers we were able to remain in class every day. In February at our faculty meeting, we discussed whether to dismiss school three days early, which is equal to our 'banked' time or remain in school. Our teachers felt with learning loss last spring, they wanted to stay in school these three days and continue to work to address learning needs. By neg. agreement, we are required to pay for the three additional days and we want to use the ESSER money since it was directly related to COVID and providing extended learning.	\$ 26,037	\$ 26,037	\$ -	\$ -	\$ -	26-1000-110-0	Salary amount adjusted per district request

Kansas CommonApp (2020)

1142-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

244_Burlington_ESSER II Plan_0421



dGPjRbKY

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 244 Burlington

Applicant / Mailing Address

| 301 Neosho Street

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

Applicant / Email Address of Owner, CEO, or Executive Director | cmarshall@usd244ks.org

Applicant / Phone Number | 620-364-8478

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) | 48-0720151

Applicant / Website Address (if applicable) | www.usd244ks.org

Fiscal Agent / Name (if applicable) | Tracey Moerer

Fiscal Agent / Email (if applicable) | tmoerer@usd244ks.org

Fiscal Agent / Mailing Address (if applicable)

301 Neosho Street
Burlington, KS 66839

Application details

Full District Name	USD 244 Burlington
District Number	244
Mailing Address Street Address	301 Neosho Street
Mailing Address City	Burlington
Mailing Address Zip Code	66839
Authorized Representative of the District Name	Tracey Moerer
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	tmoerer@usd244ks.org
Authorized Representative of the District Phone Number	+16203648478
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 244 had on-site learning for the entire 2020-21 school year except for one week at our high school before Winter Break. COVID-19 has created challenges related to Remote Learners all throughout the school year when students and staff have tested positive. Our students and staff have embraced these challenges and excelled in the classroom and with their activities.

We have made many adjustments this year. The obvious ones are masking, temperature taking, hand washing/sanitizing, additional cleaning measures, hiring additional staff for custodial and food service responsibilities, attendance policies for events, transportation guidelines for student health safety, and many others too numerous to mention.

Our leadership team is developing a plan to spend funds focusing on student learning loss, enhancing educational technology, cleaning supplies, and other items needed to help with the educational process.

We are evaluating our student learning losses as well as our educational needs in the future. We are looking to add additional sections to our summer learning academy to help kids in need of extra academic attention. We will add credit recovery opportunities for our high school students as needed.

The social/emotional needs of our students are being evaluated. On-site learning this year has helped our staff meet the needs of our kids by seeing them daily. Staff have administrative and counselor support in all three schools to address students and their social/emotional needs. They have addressed issues like frustration with mask wearing, loss of friends/family from COVID, and other issues related to the pandemic.

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

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

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

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

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

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

USD 244 will expand our summer school program to include more grade levels and additional students to curb learning loss due to COVID 19. We will continue to employ additional custodians for additional cleaning, food service staff for increased mandates and nursing staff for additional work load for our district nurse. We will purchase additional laptops and IPADS for quarantined and remote learners. We will purchase additional lunch room tables for social distancing during the lunch periods. Trash bag and paper towels usage in the district has tripled due to increased hand washing, so we will utilize funds for those purchases. We will purchase a sterlizer for gym class equipment as well as for sporting events. We will purchase a dishwasher for our middle school kitchen to reduce the risk of virus transmission.

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 244 will continue to evaluate all students on their progress focusing especially on the students in need of extra academic assistance to see if they are improving academically. We will look closely at the data on the students that attended our summer learning academy to see if those kids were impacted positively from the extra attention during the summer. We will also evaluate our ability to stay on-site learning throughout the year and our custodial practices to keep our buildings clean and our learning environments sanitized.

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

244 Burlington ESSERIIPla... (147 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

Date | 04/21/2021

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

USD	District Name	Data as of
244	Burlington	May 4, 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
244-1-001	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Teachers	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	97 5 1000 110 0200	Please provide more information on the number of students and staff that you expect to benefit from the summer school program and the duration of the program. Applicant response via email: 8 teachers, 50 students for four weeks, 4 hours per day.
244-1-002	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Aides	\$ 7,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	97 5 1000 121 0200	Please provide more information on the number of aides that you expect to benefit from this expenditure.; Applicant responded via email: 5 aides
244-1-003	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program Teachers	\$ 21,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ -	97 5 1000 110 0300	Please provide information regarding the number of staff and students benefiting from this expenditure. Also, how many times per week will after school assistance be provided.; Applicant responded via email: 4 teachers, 80 students five days per week for 2 hours.
244-1-004	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program Aides	\$ 4,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	97 5 1000 121 0300	Please provide information regarding the number of aides that you expect to benefit from this expenditure.; Applicant responded via email: 4 aides
244-1-005	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional custodians, food service and nursing staff	\$ 135,023	\$ 50,000	\$ 45,000	\$ 40,023	\$ -	97 5 2600 122 0000	Please provide the number of staff members that you expect to benefit from this expenditure.; Applicant responded via email: 9 staff members

244-1-006	Eligible	Direct Allocation	Food Service Operations	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	Dishwasher for middle school kitchen	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	97 5 3100 700 0000	Please provide an explanation on how this expenditure is tied to COVID-19 needs.; Applicant responded via email: This is a new conveyor dishwasher for the middle school cafeteria which is a site where meals are delivered from our high school. This will help clean dishes faster due to increased meal services (from two services to three to keep students socially distanced). Currently the method is the dirty racks are touching the clean racks when going through the current (not conveyor) dishwasher and we wish to eliminate that practice with the new conveyor dishwasher.
244-1-007	Eligible	Direct Allocation	Improvement of Instruction Services	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Additional laptops for quarantined and remote learners, portable laptop charger as battery life has been a concern of teachers for remote learning, interactive boards with built in broadcast features that supports remote learning, protective IPAD cases for elementary students for remote learning, software for antivirus and CIPA compliance for all devices for the remote gateway server	\$ 118,722	\$ 118,722	\$ -	\$ -	\$ -	97 5 2210 700 0000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential futureremote learning needs.
244-1-008	Eligible	Direct Allocation	Food Service Operations	PROPERTY	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Additional lunch tables to spread students out	\$ 8,430	\$ 8,430	\$ -	\$ -	\$ -	97 5 3100 700 0000	
244-1-009	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	Sterlizer for athletics and gym classes	\$ 2,255	\$ 2,255	\$ -	\$ -	\$ -	97 5 2600 610 0000	
244-1-010	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	Additional trash bags and paper towels due to high usage	\$ 15,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	97 5 2600 610 0000	

Kansas CommonApp (2020)

1510-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

250_Pittsburg_ESSER II Plan_0324



rByWNlaL

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 250 Pittsburg

Applicant / Mailing Address

| 510 Deill - PO Drw 75
| Pittsburg KS 66762

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

Applicant / Email Address of Owner, CEO, or Executive Director | rproffitt@usd250.org

Applicant / Phone Number | 620-235-3100

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

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

Applicant / Federal EIN (if applicable) | 48-6041359

Applicant / Website Address (if applicable) | www.usd250.org

Applicant / Mission Statement (if applicable)

To provide a safe, orderly, student-centered learning environment that utilized high-quality staff to establish partnerships between home, school, and community that work cooperatively and collaboratively to empower all students to learn while promoting respect for self and others.

Fiscal Agent / Name (if applicable) | Lita Biggs
Fiscal Agent / Email (if applicable) | lbiggs@usd250.org
Fiscal Agent / Mailing Address (if applicable)

510 Deill - PO Drw 75
Pittsburg KS 66762

Application details

Full District Name | Pittsburg Community Schools
District Number | 250
Mailing Address | Street Address | 510 Deill - PO Drw 75
Mailing Address | City | Pittsburg
Mailing Address | Zip Code | 66762
Authorized Representative of the District | Name | Lita Biggs
Authorized Representative of the District | Position or Title | Director of Business Operations
Authorized Representative of the District | Email Address | lbiggs@usd250.org
Authorized Representative of the District | Phone Number | +16202353100
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | rproffitt@usd250.org

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

COVID-19 had a significant affect an all students in our district. Beginning Spring of 2020, our district began to experience the cost of our inability to meet the needs of all students. Whether it was loss of important traditional rites such as graduation or prom, or the inability to receive a full regiment of teaching, curriculum and assessment, our students suffered loss. Education

for our students changed dramatically. Our mitigation strategies forced all of us to approach routines in different ways which required funds to be diverted away from standard practices and purchases to new additional methods and costs. These new approaches put a tremendous amount of stress on our students and staff.

The population effected the greatest were those with the most needs. We have 3,241 students in our district. 2,009 of them are identified as At-Risk, 291 are ELL and 650 are students with disabilities. The dual teaching platform (remote and in-person) created challenges for everyone, but with these students in particular. Teachers tried their best to meet the individual needs of students, but failed to fully sustain the efforts that they normally strive to maintain. We have found ourselves in a situation that we have continually tried to play catch up with curricular setbacks and delays while dealing with a significantly increased number of social-emotional issues. We do not believe that we have been successful with students in reaching the levels that we would normally attain due to the circumstances that we have had to endure.

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

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

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

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

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

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

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

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

The majority of our ESSER II funds will be targeted toward addressing student learning and social-emotional loss. Proposed ideas include:

- Additional instructional coaches to help teachers learn how to address learning losses across our system in: strengthening relationships; skill development; assessment training; data analysis; learning flexibility; and social-emotional learning; on-going professional development.
- Increase after-school and summer school opportunities: We wish to provide additional summer school opportunities for students to make up for learning losses and better prepare them for the next year (grade level or course).
- Additional mental health assistance programs for students and staff: We propose to increase our relationship with local mental health providers to provide mental health assistance in multiple areas to address affects caused by the pandemic.
- Additional ESOL assistance: One of the sub-groups affected the most was our ESOL students. We need to provide greater support for them by hiring additional staff to address their needs and hopefully catch them up.
- Strengthen our technology infrastructure and increase devices available to students: It has been important that we utilize technology in a broader manner to help address student needs due to absences caused by the pandemic, and also enhances the learning opportunities for students that enrich the learning process including connectivity.
- Continue to purchase health and sanitization products: We wish to maintain a safe and healthy environment for all.
- Student progress monitoring: We wish to utilize funds to track academic and social-emotional progress for all students and identify areas of greatest need. To do this we wish to purchase assessment and tracking software.
- Parent assistance programs: Providing parent education programs to help assist their children in both academic and social-emotional areas as we all cope with the pandemic.

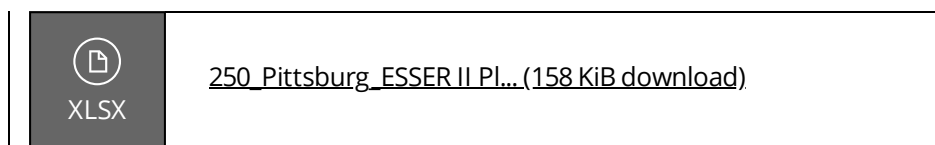
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

In all instances, the district will collect data for each of the uses of ESSER II funding. Whether it be the number of technology devices put into the hands of teachers and students or the number of students provided additional services in multiple areas. We wish to track their social-emotional and academic growth to ensure that each student is making progress toward goals set for them by their classroom teacher(s) or advisory teacher(s). We want to make up for as much loss as we can in a short amount of time as we can to get every student back on track, and hopefully surpass where they should be at given intervals. We wish to take periodic checks to ensure that progress is being made and make the necessary adjustments so that we can more specifically address individual student needs.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
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- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

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(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Lita Biggs

Date | 04/25/2021

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

USD	District Name	Data as of
250	Pittsburg	May 4, 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
250-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	One additional ESOL teacher to address learning loss for ELL students as a result of COVID.	\$ 300,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	75010	
250-1-002	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Expansion of summer school to target students with severe learning loss as a result of COVID in grades K-12.	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -	75015	
250-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Addition of teaching staff to accommodate the increasing student populations which creates overcrowding in classrooms. This will also allow for increased social distancing required during COVID.	\$ 240,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	75010	
250-1-004	Eligible	Direct Allocation	Instructional Staff Training Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Instructional coaches will be hired to provide assistance and professional development for teachers to learn how to address learning loss of students.	\$ 600,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	75020	
250-1-005	Eligible	Direct Allocation	Support Services (Students)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	An assessment of student growth at the high school level to establish learning loss and develop a plan to address the learning loss during COVID.	\$ 40,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	75030	

250-1-006	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Installation of switches and WIFI increase to allow for student learning as a result of additional devices utilized for learning during COVID and the conversion to those resources from conventional instructional tools.	\$ 187,000	\$ -	\$ 187,000	\$ -	\$ -	75040	
250-1-007	Eligible	Direct Allocation	Instruction	Infrastructure	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Add additional antenna sites at George Nettels, Pittsburg State University and West 20th Street to improve coverage of our district-owned LTE network for remote learning needs identified during COVID.	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	75050	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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)

1245-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

260_Derby_ESSER II Plan_0428



XdpWxzkX

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Unified School District #260 - Derby
Applicant / Mailing Address	
1550 E Walnut Grove Rd	
Derby, KS 67037	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Heather Bohaty - Superintendent
Applicant / Email Address of Owner, CEO, or Executive Director	hbohaty@usd260.com
Applicant / Phone Number	3167888420

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

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

Applicant / Federal EIN (if applicable)	48-0727674
Applicant / Website Address (if applicable)	www.derbyschools.com
Fiscal Agent / Name (if applicable)	John Regier
Fiscal Agent / Email (if applicable)	jregier@usd260.com

Fiscal Agent / Mailing Address (if applicable)

1550 E Walnut Grover Rd
Derby, KS 67037

Application details

Full District Name	Unified School District #260 - Derby Public Schools
District Number	260
Mailing Address Street Address	1550 E Walnut Gr Rd
Mailing Address City	Derby
Mailing Address Zip Code	67037
Authorized Representative of the District Name	John Regier
Authorized Representative of the District Position or Title	Director of Finance
Authorized Representative of the District Email Address	jregier@usd260.com
Authorized Representative of the District Phone Number	+13167888420
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	sfiechtl@usd260.com

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

COVID-19 pandemic had many impacts on our district staff and students. The pandemic interrupted learning and caused teachers to change the way they connected with and instructed students. Even with our recently updated curriculum's online features, the district immediately incurred costs of additional technology and software programs such as SeeSaw, PearDeck, Canvas Lockdown Browser for remote assessing, Kami, ScreenCastify, and similar programs to ensure teachers could interact with students in meaningful ways and deliver instruction. Even simple software solutions such as Zoom had to be purchased, and immediately training provided, to allow synchronous instruction to occur and to create online learning environments to ward off social isolation for remote learners during periods of distance learning. While we were able to maintain in-person learning for around 75% of our students using purchased PPE, tables, and desks for spacing, and masks there were still periods of remote instruction that impacted the entire district from October 2020 - January 2021. Remote learning was implemented by our teaching staff throughout the academic year. After the experience of spring 2020, we had a committee that worked to create schedules and instructional plans for remote instruction. While the plans were effective in providing a

better remote learning experience in comparison to the plans created over spring break in March of 2020, there were many families who struggled to support remote learning as well as students who struggled to focus and complete work in a home learning environment.

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

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

The remaining ESSER I funds are SPED and the Private School Allocation, private schools have not submitted reimbursement to the District. ESSER I Special Education and main allocations are and will be used to teach students in social distancing environments, facilitate remote learning, additional cleaning supplies, and pay for staff for additional contracts, additional technology help as device damage has increased, staff needs to support students who are in remote learning or quarantined, and a covid response personal. Anything else remaining in ESSER I is for cleaning supplies and sanitation devices still in order to be received soon.

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

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

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

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

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

USD 260 plans to use the ESSER II allocations to address incremental learning recovery and continued safety protocol mandates from local health officials. In order to support learning recovery needs, we plan to continue to purchase the online software and learning tools we began using during the pandemic to guard against learning loss for any quarantined or remote students. Additionally, we are experiencing larger numbers of high school students who have experienced failure in classes and not earned credits. We plan to use ESSER II allocations to pay for teacher overages to support additional course recovery classes and provide additional makeup coursework over the summer. We plan to provide K-8 grade students with additional summer learning opportunities to keep them engaged and help recover loss learning throughout the months of June and July of 2021. During the 2021-2022 school year we plan to incrementally continue tutoring support and expanded course recovery offerings to ensure as many students as possible reach grade-level targets and graduate on time. During the pandemic, we implemented an additional attendance team of 4 staff who made check-in phone calls to students who were remote learners, or on quarantine, to ensure they didn't need help with their work and plan to continue this team during the 2021-2022 school year. A COVID-19 Coordinator was also added to our district team to facilitate the process of keeping staff and students safe by identifying and tracking COVID-19 cases, quarantined students, and reinforcing safety protocols.

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

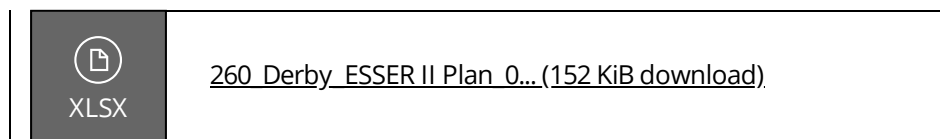
We plan to closely monitor our student's progress using district common assessments, attendance, and course completion rates to gauge the impact of our ESSER-II funds across the district.

Notes on ESSER II application Excel template:

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

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date | 04/28/2021

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

USD	District Name	Data as of
260	Derby	May 4, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
260-1-001	Eligible	Direct Allocation	Instruction	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	This is extended contracts for staff to assist with an expanded summer school program, to assist with the learning loss during the pandemic. As well as expanded state testing due to students being remote.	\$ 208,258	\$ 6,500	\$ 201,758	\$ -	\$ -	61-E-1000-191	
260-1-002	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	Bus Driver salaries to transport students to summer school	\$ 40,000	\$ 10,000	\$ 30,000	\$ -	\$ -	61-E-2700-120	
260-1-003	Eligible	Direct Allocation	Student Transportation Services	Gasoline	12. Addressing learning loss among students, including vulnerable populations.	Fuel for buses to transport students to Summer School	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	61-E-2700-626	
260-1-004	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	2 Additional Social Workers to assist with the enhanced number of students who need mentoring, regular check ins for At-Risk Students who are falling behind due to the pandemic. Both of these social workers will assist students in regaining credits to graduate on time.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	61-E-2113-110	
260-1-005	Eligible	Direct Allocation	Instruction	General Supplies and Materials	3. Providing principals and other school leaders with resources to address individual school needs	Supplies needed for staff to assist in teaching in various formats, updating softwares to allow for remote teaching	\$ 359,170	\$ 159,170	\$ 200,000	\$ -	\$ -	61-E-1000-610	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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.

260-1-006	Eligible	Direct Allocation	Instruction	Technology - Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software renewals for items needed due to the pandemic and remote learning, not limited to the following: Zoom (22), SeeSaw(21), Instructure (Canvas) Lockdown Tool(21), MakeMusic(21), Kami (22), Citrix expanded liscences for students to login remotley(21), ScreenCastify (22), PearDeck (22), Overages for Acellus learning to assist in student catchup.	\$ 174,004	\$ 30,924	\$ 143,080	\$ -	\$ -	61-E-1000-653	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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.
260-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Tools from Advanced Phonics Lesson Library to address learning loss as apart of reading intervention.	\$ 15,768	\$ 15,768	\$ -	\$ -	\$ -	61-E-1000-610	
260-1-008	Eligible	Direct Allocation	Instruction	Additional Compensation	12. Addressing learning loss among students, including vulnerable populations	Addressing learing loss among instrumental music due to the inability to practice as a group during the last year.	\$ 7,500	\$ 3,750	\$ 3,750	\$ -	\$ -	61-E-1500-191	
260-1-009	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22 and 15 (260-1-008, 260-1-001)	\$ 15,103	\$ 718	\$ 14,386	\$ -	\$ -	61-E-1500-220	
260-1-010	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22 and 15 (260-1-008, 260-1-001)	\$ 3,236	\$ 154	\$ 3,083	\$ -	\$ -	61-E-1500-222	
260-1-011	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Extra Duty on line 22 and 15 (260-1-008, 260-1-001)	\$ 2,158	\$ 103	\$ 2,055	\$ -	\$ -	61-E-1500-250	
260-1-012	Eligible	Direct Allocation	Social Work Services	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18. (260-1-004)	\$ 10,500	\$ -	\$ 10,500	\$ -	\$ -	61-E-2113-220	
260-1-013	Eligible	Direct Allocation	Social Work Services	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits for the Social Workers on line 18. (260-1-004)	\$ 2,250	\$ -	\$ 2,250	\$ -	\$ -	61-E-2113-222	

260-1-014	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations.	Benefits for the Social Workers on line 18. (260-1-004)	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	61-E-2113-250
260-1-015	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	COVID Coordinator, prepares response, communicates with families and staff, coordinates with the health department, etc, includes an assistant through the end of 2021.	\$ 93,250	\$ 8,250	\$ 85,000	\$ -	\$ -	61-E-2510-168
260-1-016	Eligible	Direct Allocation	Attendance Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Staff Members call in and check on students who are quarantined, assist with resources as appropriate, work with remote students to ensure adequate learning environment, ensure state testing is accomplished (4 Staff members).	\$ 65,000	\$ 10,000	\$ 55,000	\$ -	\$ -	61-E-2510-171
260-1-017	Eligible	Direct Allocation	Central Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)	\$ 11,078	\$ 1,278	\$ 9,800	\$ -	\$ -	61-E-2510-220
260-1-018	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)	\$ 10,500	\$ 8,400	\$ 2,100	\$ -	\$ -	61-E-2510-222
260-1-019	Eligible	Direct Allocation	Central Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)	\$ 1,583	\$ 183	\$ 1,400	\$ -	\$ -	61-E-2510-250
260-1-020	Eligible	Direct Allocation	Central Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the positions listed on lines 29 and 30 (260-1-015, 260-1-016)	\$ 15,600	\$ -	\$ 15,600	\$ -	\$ -	61-E-2510-217
260-1-021	Eligible	Direct Allocation	Central Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Additional Staffing needs due to the addition of more devices as apart of remote learning, this person will prepare devices for students, respond to helpdesk tickets, and repair devices as needed.	\$ 45,000	\$ -	\$ 45,000	\$ -	\$ -	61-E-1596-153
260-1-022	Eligible	Direct Allocation	Central Services	FICA - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36 (260-1-021)	\$ 3,150	\$ -	\$ 3,150	\$ -	\$ -	61-E-1596-220
260-1-023	Eligible	Direct Allocation	Central Services	Medicare - Employer's Contribution	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36 (260-1-021)	\$ 675	\$ -	\$ 675	\$ -	\$ -	61-E-1596-222

260-1-024	Eligible	Direct Allocation	Central Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36 (260-1-021)	\$ 450	\$ -	\$ 450	\$ -	\$ -	61-E-1596-250
260-1-025	Eligible	Direct Allocation	Central Services	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	Benefits for the position listed on line 36 (260-1-021)	\$ 3,900	\$ -	\$ 3,900	\$ -	\$ -	61-E-1596-217
260-1-026	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Additional Staffing Needs due to the additional time staff may need off due to COVID and quarantines, staff will cover multiple buildings.	\$ 90,000	\$ -	\$ 90,000	\$ -	\$ -	61-E-1000-120
260-1-027	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40 (260-1-026)	\$ 6,300	\$ -	\$ 6,300	\$ -	\$ -	61-E-1000-220
260-1-028	Eligible	Direct Allocation	Instruction	Medicare - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40 (260-1-026)	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	61-E-1000-222
260-1-029	Eligible	Direct Allocation	Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40 (260-1-026)	\$ 900	\$ -	\$ 900	\$ -	\$ -	61-E-1000-250
260-1-030	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Benefits for the position(s) listed on line 40 (260-1-026)	\$ 35,100	\$ -	\$ 35,100	\$ -	\$ -	61-E-1000-217
260-1-031	Eligible	Direct Allocation	Central Services	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Outsourced help in our technology department to help with additional breaks due to every student having a device	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	61-E-2500-350

260-1-032	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Furniture for social distancing where current furniture does not allow for it.	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	61-E-1000-733	
260-1-033	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer School Programs	\$ 13,500	\$ 6,500	\$ 7,000	\$ -	\$ -	61-E-1000-610	
260-1-034	Eligible	Direct Allocation	Student Transportation Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16 (260-1-002)	\$ 2,800	\$ 700	\$ 2,100	\$ -	\$ -	61-E-2700-220	
260-1-035	Eligible	Direct Allocation	Student Transportation Services	Medicare - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16 (260-1-002)	\$ 600	\$ 150	\$ 450	\$ -	\$ -	61-E-2700-222	
260-1-036	Eligible	Direct Allocation	Student Transportation Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Benefits For positions listed on Line 16 (260-1-002)	\$ 400	\$ 100	\$ 300	\$ -	\$ -	61-E-2700-250	
260-1-037	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Professional Development District Wide to promote positive teaching, and reaching the students who were greatly effected by the pandemic including: Learning loss, Social Emotional Learning, etc.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	61-E-1000-330	

Kansas CommonApp (2020)

1285-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

267_Renwick_ESSER II Plan_0412



NEqjLKvN

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 | Renwick USD 267

Applicant / Mailing Address

| 600 W. rush
| Andale, Kansas 67001

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

Applicant / Email Address of Owner, CEO, or Executive Director | mindy.bruce@usd267.com

Applicant / Phone Number | 3164442165

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) | 48-0698025

Applicant / Website Address (if applicable) | www.usd267.com

Applicant / Mission Statement (if applicable)

| The mission of USD 267 is to prepare all students to be college and career ready for the 21st century.

Application details

Full District Name	Renwick
District Number	267
Mailing Address Street Address	600 W. Rush
Mailing Address City	Andale
Mailing Address Zip Code	67001
Authorized Representative of the District Name	Mindy Bruce
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	mindy.bruce@usd267.com
Authorized Representative of the District Phone Number	+13164442165
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	pam.kelly@usd267.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 challenges from March 2020 to the present have been enormous. We came back to school in August and have been on-site all year, which we celebrate, however there are still areas that were impacted by the pandemic that we must address. Our staff has risen to the challenges of the diverse needs of students and families, unlike any other year in my educational history. The learning loss we have seen through data collection shows that we must improve specifically in literacy, math and behavior supports for all of our children. In the fall of 2020, we had 24% of our students score in Tier 3 in literacy this is double compared to past years. The same is true in math we had 20% of our students in Tier 3, when prior to the pandemic we only had 7%. The social emotional needs of students and staff have grown exponentially this year. In analysis of data, by administering a building needs assessment for each location in our district we have ascertained the needs we must address due to the pandemic. Through these exercises and analyzation we have discovered that to meet the expectations for student outcomes that we have in our district we must address the learning loss in core subject areas, in post-secondary success and in social emotional needs that have occurred due to the pandemic to ensure we meet the goals of student success and district expectations for all our students.

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

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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 begin with summer enrichment focusing on literacy for our K-3 students during the month of June 2021. We will be providing mental health services and additional supports to our students and staff through crisis training, social/emotional screeners and curriculum. We will support our staff with an employee assistance program. All areas of safety and mitigation must continue and be planned for. We must continue to train and drive instruction through data collection. When looking at our current data, we found that we are in need of improved reading, math and social-emotional screeners. At this time, we have no formal screener for social-emotional needs. Additionally, we are in need of continual training in differentiated learning and instruction through the use of data. These funds will ensure a continuity of learning and allow us to provide additional support to our students that we could not have done otherwise.

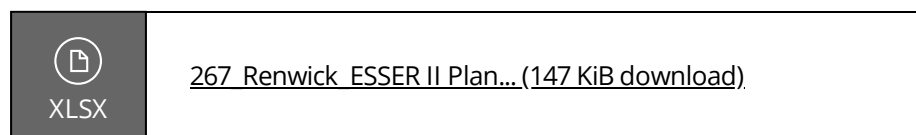
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Data collection through screeners, assessments, discipline, social emotional data and absences will be the focal point of determining the impact of the ESSER fund expenditures. In addition, we have developed building needs assessments that look at specific data areas to help us focus on needs across the district. Starting in April 2021, the district has partnered with TASN on our MTSS processes. This will be a huge focus for the next few years, in all areas of reading, math and behavior. The impact of the ESSER II allocation will be evident in the data we hope to collect with improved screeners in the areas of reading, math and social-emotional. We have never seen the amount of learning loss and social emotional needs in our district in my 30 years here. These funds will help us to continue to support students and staff and provide ample opportunities for continued learning 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.

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

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

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

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

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- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to

prevent, prepare for, and respond to coronavirus.

- 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 | MIndy Bruce

Date | 04/08/2021

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

USD	District Name	Data as of
267	Renwick	May 4, 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
267-1-001	Eligible	Direct Allocation	Improvement of Instruction Services	Professional-Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development support for teachers, paras and administrators focusing on trainings to support individualized needs, collaborative planning, data discussions and focusing on improving learning loss.	\$ 75,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	07 E 2210 320 0000 413	Account number, Account name, Function code, and Object code completed per applicant's direction.
267-1-002	Eligible	Direct Allocation	Operation of Building	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Providing sanitation efforts, PPE and health mitigation supplies.	\$ 11,000	\$ 11,000	\$ -	\$ -	\$ -	07 E 2610 610 0000 413	Account number, Account name, Function code, and Object code completed per applicant's direction.
267-1-003	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Providing technology support with hardware and software to drive instruction that will enable us to meet each child where they are at.	\$ 78,774	\$ 78,774	\$ -	\$ -	\$ -	07 E 1000 734 0000 413	Account number, Account name, Function code, and Object code completed per applicant's direction. Technology to address K-5 students and address COVID learning loss. Implementation of I-ready, Fastbridge and individual differentiated instruction allows students to individually address their learning loss.
267-1-004	Eligible	Direct Allocation	Counseling Services	Instructional Programs Improvement Services	10. Providing mental health services and supports	Providing mental health supports to students through a social emotional curriculum K-12 and also to provide employee mental health support through an employee assistance program.	\$ 68,000	\$ 63,000	\$ 5,000	\$ -	\$ -	07 E 2122 321 0000 413	Account number, Account name, Function code, and Object code completed per applicant's direction.
267-1-005	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Implementing Fastbridge assessments to identify student support needs. As well as incorporating I-ready learning to support differentiation of instruction to meet the individual needs of all students. A focused effort on the IPS for middle and high school students will be revised to ensure support for students in planning for post-secondary success.	\$ 194,000	\$ 138,000	\$ 56,000	\$ -	\$ -	07 E 1000 321 0000 413	Account number, Account name, Function code, and Object code completed per applicant's direction.

267-1-006	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Support learning through highly trained substitute teachers during quarantine and COVID.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	07 E 1000 115 0000 413	Account number, Account name, Function code, and Object code completed per applicant's direction.
267-2-001	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	11A. Planning and implementing summer learning or enrichment programs	\$ 101,232	\$ 50,616	\$ 50,616	\$ -	\$ -	07 E 1000 110 0000 413	Account number, Account name, Function code, and Object code completed per applicant's direction. Per applicant, this summer's focus is K-3 literacy at 4 elementaries, with 4 staff members at 4 buildings teaching, and we have over 130 students attending this summer. Our plans are to offer it again next year at the 4 elementaries with 4 staff members at each building. We will discuss data and determine if our focus is literacy, math or both.

Kansas CommonApp (2020)

1319-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

287_WestFranklin_ESSER II Plan_0324



IYqXKYal

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 | West Franklin USD 287

Applicant / Mailing Address

| 510 East Franklin
| Pomona, Kansas 66076

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

Applicant / Email Address of Owner, CEO, or Executive Director | turnerj@usd287.org

Applicant / Phone Number | 785-566-3396

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) | 48-0699247


Applicant / Website Address (if applicable) | www.usd287.org

Applicant / Mission Statement (if applicable)


We believe all students can learn. Our responsibility is to ensure students acquire knowledge, skill, and capability to function effectively as lifelong learners and responsible citizens.

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

[Download Form W-9](#)

 PDF	W-9 - West Franklin USD 2... (70 KiB download)
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Applicant / Board Member List (if applicable)

 DOCX	West Franklin USD 287 Boa... (13 KiB download)
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Application details

Full District Name		West Franklin
District Number		287
Mailing Address Street Address		510 East Franklin
Mailing Address City		Pomona
Mailing Address Zip Code		66076
Authorized Representative of the District Name		Trisha Kaub
Authorized Representative of the District Position or Title		district accounting clerk
Authorized Representative of the District Email Address		kaubt@usd287.org
Authorized Representative of the District Phone Number		+17855663396
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		turnerj@usd287.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 some of the students of West Franklin USD 287 with a learning loss due to not being able to attend class in a normal setting due to school closings.

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

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

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

As depicted on our ESSER II expenditure spreadsheet we have addressed social distancing, preparation for future school closings by purchasing a curriculum which will transition easily from in class to remote, technology to allow for more social distancing and school closings, etc. (see expenditure spreadsheet)

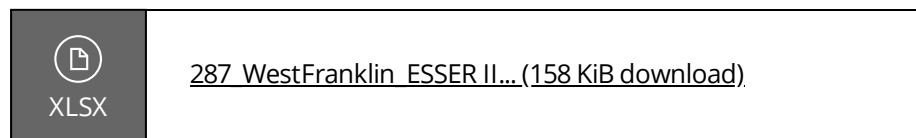
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Through AIMSweb and Fast Bridge, and by utilizing the social distancing space to mitigate the spread of the virus.

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

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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.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread 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

| Trisha Kaub

Date

| 04/12/2021

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

USD	District Name	Data as of
287	West Franklin	May 4, 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
287-1-001	Eligible	Direct Allocation	Student Transportation Services	Rentals	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	We are adding a bus route which will enable us to increase social distancing for students.	\$ 87,979	\$ 87,979	\$ -	\$ -	\$ -	25-702-2700-440	
287-1-002	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 3,465	\$ 3,465	\$ -	\$ -	\$ -	25-702-1000-644	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.
287-1-003	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 11,946	\$ 11,946	\$ -	\$ -	\$ -	25-702-1000-644	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.
287-1-004	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 61,529	\$ 61,529	\$ -	\$ -	\$ -	25-702-1000-644	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.

287-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 22,248	\$ 22,248	\$ -	\$ -	\$ -	25-702-1000-110
287-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support staff in activities such as temperture taking, cleaning, sanitizing buildings and equipment, etc.	\$ 3,250	\$ 3,250	\$ -	\$ -	\$ -	25-702-1000-120
287-1-007	Eligible	Direct Allocation	Instruction	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,951	\$ 1,951	\$ -	\$ -	\$ -	25-702-1000-220

287-1-008	Eligible	Direct Allocation	Instruction	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 175	\$ 175	\$ -	\$ -	\$ -	25-702-1000-290
287-1-009	Eligible	Direct Allocation	Support Services (Students)	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	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	25-702-2100-110
287-1-010	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 250	\$ 250	\$ -	\$ -	\$ -	25-702-2100-120

287-1-011	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 96	\$ 96	\$ -	\$ -	\$ -	25-702-2100-220
287-1-012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1	\$ 1	\$ -	\$ -	\$ -	25-702-2100-290
287-1-013	Eligible	Direct Allocation	Support Services (General Administration)	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 250	\$ 250	\$ -	\$ -	\$ -	25-702-2300-110

287-1-014	Eligible	Direct Allocation	Support Services (General Administration)	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 500	\$ 500	\$ -	\$ -	\$ -	25-702-2300-120
287-1-015	Eligible	Direct Allocation	Support Services (General Administration)	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 57	\$ 57	\$ -	\$ -	\$ -	25-702-2300-220
287-1-016	Eligible	Direct Allocation	Support Services (General Administration)	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1	\$ 1	\$ -	\$ -	\$ -	25-702-2300-290

287-1-017	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	25-702-2400-110
287-1-018	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	25-702-2400-120
287-1-019	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 153	\$ 153	\$ -	\$ -	\$ -	25-702-2400-220

287-1-020	Eligible	Direct Allocation	Support Services (School Administration)	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 113	\$ 113	\$ -	\$ -	\$ -	25-702-2400-290
287-1-021	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 500	\$ 500	\$ -	\$ -	\$ -	25-702-2500-120
287-1-022	Eligible	Direct Allocation	Central Services	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 38	\$ 38	\$ -	\$ -	\$ -	25-702-2500-220

287-1-023	Eligible	Direct Allocation	Central Services	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 0.48	\$ 0.48	\$ -	\$ -	\$ -	25-702-2500-290
287-1-024	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	25-702-2600-120
287-1-025	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 153	\$ 153	\$ -	\$ -	\$ -	25-702-2600-220

287-1-026	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2	\$ 2	\$ -	\$ -	\$ -	25-702-2600-290
287-1-027	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2,150	\$ 2,150	\$ -	\$ -	\$ -	25-702-2710-120
287-1-028	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 165	\$ 165	\$ -	\$ -	\$ -	25-702-2710-220

287-1-029	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 38	\$ 38	\$ -	\$ -	\$ -	25-702-2710-290
287-1-030	Eligible	Direct Allocation	Other Support Services (would include room and board for Special Education students)	Regular Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 2,750	\$ 2,750	\$ -	\$ -	\$ -	25-702-2900-120
287-1-031	Eligible	Direct Allocation	Other Support Services (would include room and board for Special Education students)	Social Security Contributions	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 210	\$ 210	\$ -	\$ -	\$ -	25-702-2900-220

287-1-032	Eligible	Direct Allocation	Other Support Services (would include room and board for Special Education students)	Other Employee Benefits	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable	Compensating staff for the extra time to develop and deliver classroom lessons in venues such as thumb drives, paper packets and lessons via chromebooks over the internet. Also, for the extra duties performed by bus drivers, custodians, cooks and support	\$ 3	\$ 3	\$ -	\$ -	\$ -	25-702-2900-290	
287-1-033	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We employed a "COVID Tracker" at each school campus per request of Franklin County Health Dept to take temperatures and track COVID cases or potential cases within our school district	\$ 65,142	\$ 65,142	\$ -	\$ -	\$ -	25-702-1000-120	
287-1-034	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	The Open Court Curriculum will allow us to easily transition from classroom learning to remote learning	\$ 10,444	\$ 10,444	\$ -	\$ -	\$ -	25-702-1000-644	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.
287-1-035	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional chromebooks for remote teaching and remote learning	\$ 12,672	\$ 12,672	\$ -	\$ -	\$ -	25-702-1000-650	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

287-1-036	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional chromebooks for remote teaching and remote learning	\$ 19,999	\$ 19,999	\$ -	\$ -	\$ -	25-702-1000-650	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-037	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional licenses for chromebooks for remote teaching and learning	\$ 1,715	\$ 1,715	\$ -	\$ -	\$ -	25-702-1000-650	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
287-1-038	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Purchased new air filters to improve air quality	\$ 3,051	\$ 3,051	\$ -	\$ -	\$ -	25-702-2600-610	
287-1-039	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchased additional switches to allow us to utilize more school classroom space to enhance social distancing	\$ 6,370	\$ 6,370	\$ -	\$ -	\$ -	25-702-1000-650	
287-1-040	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payment for substitute teachers and various staff due to teachers and various staff members that were quarantined or infected with COVID	\$ 4,850	\$ 4,850	\$ -	\$ -	\$ -	25-702-1000-115	
287-1-041	Eligible	Direct Allocation	Support Services (School Administration)	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payment for substitute teachers and various staff due to teachers and various staff members that were quarantined or infected with COVID	\$ 79	\$ 79	\$ -	\$ -	\$ -	25-702-2400-121	

287-1-042	Eligible	Direct Allocation	Food Service Operations	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Payment for substitute teachers and various staff due to teachers and various staff members that were quarentined or infected with COVID	\$ 2,365	\$ 2,365	\$ -	\$ -	\$ -	25-702-3100-121	
287-1-043	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired an additional teacher for elementary class so we could split the class to enhance social distancing	\$ 25,388	\$ 25,388	\$ -	\$ -	\$ -	25-702-1000-110	

Kansas CommonApp (2020)

1263-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



WRXParRj

290_Ottawa_ESSER II Plan_0406

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Ottwa USD 290

Applicant / Mailing Address

| 1404 S. Ash Ottawa, KS 66067

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

Applicant / Email Address of Owner, CEO, or Executive Director | cobbsr@usd290.org

Applicant / Phone Number | 7858932411

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 | Ottawa

District Number | 290

Mailing Address | Street Address | 1404 S. Ash

Mailing Address City	Ottawa
Mailing Address Zip Code	66067
Authorized Representative of the District Name	Ryan Cobbs
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	cobbsr@usd290.org
Authorized Representative of the District Phone Number	+17858932411
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	georget@usd290.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 290 has approximately 2300 students prek-12 who missed the last 7 weeks of in person instruction at the end of the 2019/20 resulting in "remote" learning for the remainder of the year. The start of the 2020/21 school year was pushed back until September 8 resulting in futher instructional loss. The district then began school under a hybrid model in which students attended everyday for half a day, either in the morning or in the afternoon. We opened back up fully after 6 weeks at the elementary and by the end of the first quarter for both Middle and High. All of these actions were implemented to ensure the safety of our students during an unknown pandemic but had a negative impact upon our student learning and acheivement. Specifically we have seen a loss in student acheivement in mathematics where our MAP assessment data would indicate that nearly half of our students across the district are currently below the RIT Norm. Maybe most concerning is our 1st grade data which saw about a 13% decline in reading scores of students at the RIT norm from Fall to Winter as the doundational skills lost between the end of Kindergarten and into first grade become more evident. I feel that our district overall did a great job of mitigating the impact of COVID given the abruptness of school closure and the unknown of how this virus would impact large groups. However, there is no doubt that we have a learning gap.

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.

Currently we have 3 staff licensed staff members that we will pay salaries with for January through May due to additional classroom spaces needed to accomodate district guidelines for safety measures. We will also pay for an additional nurse to be housed at Garfield Elementary as this building did not have a full time nurse associated with it prior to the the pandemic. We will continue to use funds to pay for subs of members of our staff who are quarantined or have tested positive for COVID. We will continue to use funds to provide Big Blue Button to our entire staff as a means to facilitate remote instruction for those

students who have chosen that course of action for the remainder of the year, as well as provide internet access to those students who were not able to afford internet on their own. Furthermore, we intend to utilize funds to address summer school for students in June should we have enough funds left to do so.

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

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

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

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

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

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

USD 290 plans to use its ESSER II Funds in the following ways. First, we are working with the Ottawa Education Association to negotiate an additional 20 minutes onto the 2021/22 school day specific to Math intervention. This 20 minutes would take place every school day in what we currently believe will be a walk to intervention model. We are currently estimating about \$900,000 to do so with about 230 licensed staff, plus and additional 140 classified staff but this still needs to be negotiated. We would like to spend about \$340,000 on the purchase of a new math resource K-12. The lack of learning caused by this pandemic has created clear evidence that our math achievement has suffered significantly most notably in number sense across the board with nearly half of our students below the RIT norm on MAP. The purchase is a resource for all students that guide our teachers and staff with a problem solving model, a greater spiral effect in which concepts are utilized repeatedly in different instructional standards, and one that would allow a greater impact upon the whole system through core instruction. We will be adding 2 positions, one a school nurse at Garfeild Elementary as we do not have a nurse stationed in that school, and a 5th grade teacher at Lincoln Elementary allowing us to reduce the class size below 20 so that we can space more accordingly and provide better small group instruction at a total of around \$140,000. We would like to purchase resources for intervention including Lexia, Newsela, IXL, Happy Numbers, and 95% group to address different areas in which our students have shown a lack of achievement. These resources would total about \$140,000. Lastly, we would like to address summer school and provide an opportunity for our students.

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

We have a number of assessments that would indicate achievement including Fastbridge, MAP, Interim State Assessments, and State Assessments that we will utilize to address increases in student achievement. We should also see an improvement in individual grades, decreased retention or retaking of courses, and increases in graduation rate.

Notes on ESSER II application Excel template:

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

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



XLSX

ESSERII-ApplicationTempla... (150 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

Date | 04/09/2021

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

USD	District Name	Data as of
290	Ottawa	May 4, 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	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.	\$ 900,000	\$ 900,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	
290-1-002	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of new core math curriculum focusing on the need for problem solving due to gaps in mathematic achievement for all students.	\$ 340,000	\$ 340,000	\$ -	\$ -	\$ -	88 E 1000 644 0010 000	
290-1-003	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of licensed staff member as a nurse for Garfield Elementary School	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	88 E 2100 110 0010 000	
290-1-004	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We would like to purchase Lexia, Newsela, IXL, 95% group, and Happy Numbers to address gaps in learning of our students via intervention.	\$ 138,000	\$ 138,000	\$ -	\$ -	\$ -	88 E 1000 644 0010 000	
290-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The implementation of a summer school program to address credit recovery, math gaps, and reading gaps amongst our students.	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	88 E 1000 110 0029 130	
290-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of a5th grade teacher at Lincoln to reduce class sizes for better instruction and spacing.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	88 E 1000 110 0010 000	

Kansas CommonApp (2020)

1169-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

ESSERII 32921



wOvWdZGj

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 298 Lincoln

Applicant / Mailing Address

| 133 E. Lincoln Ave P.O Box 289

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

Applicant / Email Address of Owner, CEO, or Executive Director | crenshaw.scott@usd298.com

Applicant / Phone Number | 7855244436

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

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

Application details

Full District Name | Lincoln School District

District Number | 298

Mailing Address | Street Address | 133 E. Lincoln Ave P.O Box 289

Mailing Address City	Lincoln
Mailing Address Zip Code	67455
Authorized Representative of the District Name	Scott Crenshaw
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	crenshaw.scott@usd298.com
Authorized Representative of the District Phone Number	+17855244436
Would you like to additional district representatives to the application?	No

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

USD 298, like most districts, experienced our greatest learning loss during the last spring semester of remote learning. 298 saw a decrease in student learning due to the new platform of remote learning over Zoom. Survey data shows that students and staff are struggling with social/emotional issues from this pandemic. As a small school district we have analyzed our current situation and have discovered that many of our subject area curriculum resources are between 7 and 15 years old. We see that we have a critical need for updated curriculum and resources in order to have the proper tools to address student remediation. We also see the need for a progress monitoring tool, such as FastBridge in order to provide us the necessary data to track student academic recovery. Our first focus will be on updating curriculum and monitoring student progress.

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

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

| We are continuing to update sanitation protocols and will utilize all of the ESSER I funding by 4/30/21

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 298 will focus first on updating curriculum in core content areas along with implementing a progress monitoring program. After the initial purchase of core content curriculum, we will look to hire a Title 1 teacher and title para to support learning gaps at the elementary level. We also have some HVAC issues that we will address at a later date.

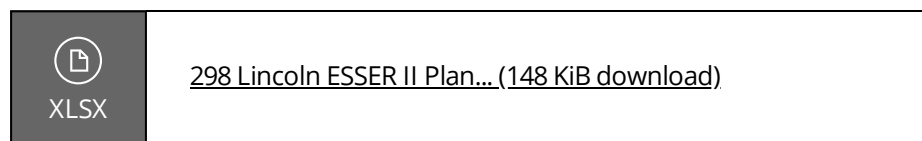
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our progress monitoring system will give us accurate data on student achievement and remediation. Updated curriculum will allow us to have effective standards based teaching and the learning from this curriculum will be monitored through the FastBridge progress monitoring system. We currently have 25 year old HVAC systems at our junior/senior high school. Replacing these systems over time will allow us to vastly improve the air quality and cleanliness at the junior/senior high school.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
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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.
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- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

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

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

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

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

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

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

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

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

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[72 FR 3703, Jan. 25, 2007]

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- (e) Other records to facilitate an effective audit.

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

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

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2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

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§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

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§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Scott Crenshaw

Date | 03/30/2021

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

USD	District Name	Data as of
298	Lincoln	May 4, 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
298-1-001	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations.	Purchase of FastBridge assessment testing to provide a progress monitoring tool to assess student learning and remediation.	\$ 6,400	\$ 6,400	\$ -	\$ -	\$ -	7	
298-1-002	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of Social Science curriculum for grades 6-12 to replace 15 year old curriculum.	\$ 21,536	\$ 21,536	\$ -	\$ -	\$ -	7	Requested more information from district via email. Response from school district: Social Science: After the COVID pandemic shutdown in the spring of 2020, we identified learning loss among our students. This purchase of updated, state standards based curriculum is critical to getting students learning loss resolved. The current 15 year old curriculum is outdated and not aligned with state standards. The new updated curriculum will include an online version as well as textbooks so students can have resources at school as well as at home for remediation.
298-1-003	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of updated k-12 math curriculum to match state standards in math.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	7	Requested more information from district via email. Response from school district: K-12 Math: After the COVID pandemic shutdown in the spring of 2020, we identified learning loss among our students. This purchase of updated, state standards based curriculum is critical to getting students learning loss resolved. The current 17 year old curriculum is outdated and not aligned with state standards. The new updated curriculum will include an online version as well as textbooks so students can have resources at school as well as at home for remediation.

298-1-004	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase of updated 6-12 science curriculum to replace 15 year old curriculum	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	7	Requested more information from district via email. Response from district: Science: After the COVID pandemic shutdown in the spring of 2020, we identified learning loss among our students. This purchase of updated, state standards based curriculum is critical to getting students learning loss resolved. The current 15 year old curriculum is outdated and not aligned with state standards. The new updated curriculum will include an online version as well as textbooks so students can have resources at school as well as at home for remediation.
298-1-005	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	Replace 25 year old HVAC units at the junior/senior high school	\$ 130,000	\$ -	\$ 130,000	\$ -	\$ -	7	

Kansas CommonApp (2020)

1158-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

303 Ness City ESSER II Plan 0329



GrQMBVXg

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 303 Ness City Schools
Applicant / Mailing Address	
414 E Chestnut Ness City, KS 67560	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Derek Reinhardt
Applicant / Email Address of Owner, CEO, or Executive Director	derek.reinhardt@usd303.org
Applicant / Phone Number	785-798-2210

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)	48-0699198
Applicant / Website Address (if applicable)	nesscityschools.org

Application details

Full District Name		Ness City
District Number		303
Mailing Address Street Address		414 E Chestnut
Mailing Address City		Ness City
Mailing Address Zip Code		67560
Authorized Representative of the District Name		Derek Reinhardt
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		derek.reinhardt@usd303.org
Authorized Representative of the District Phone Number		+17857982210
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		susie.schlegel@usd303.org

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

The emotional impact caused by stress has had the biggest impact on both students and staff. While we have been able to operate fully in person (with the exception of 6 days before Thanksgiving), it has been far from a normal year. We are not able to do many of the normal things we do to build relationships as we try to keep our protocols in place. We have had 4 incidents of student self-harm occur in our building during the school year, this is something we have never encountered before, and does not come close to the total number of students that have contemplated or completed acts of self harm outside of the school day. Our staff is also very stressed and overwhelmed. They are constantly over planning and working additional hours just in case we have to shut down. Additionally, it is a daily fight to get students and community members to follow our safety protocols which has caused more stress and animosity.

The increased operational costs have been another factor for us. We have spent money on masks, shields, and additional cleaning supplies that are above and beyond a typical year. We have also hired additional custodial staff to help ensure our buildings are properly sanitized throughout the 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
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).
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- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
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- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

Our initial plan is to focus funding in these areas:

1. Increased summer school - We intend to increase attendance in summer school programs, but recent parent surveys show only 24 total parents in our District would take advantage of these opportunities. We plan to use additional ESSER funds to create learning opportunities throughout the summer that are more enticing to students.
2. Social Emotional Support Training -We intend to offer additional and continued training for all staff so they are better equipped to help themselves and their students with social emotional needs. We also intend to offer training directly to students so they are better prepared to understand and find ways to cope with their social and emotional needs.
3. Instructional Coaching - We intend to use funds to provide instructional coaching for all of our classroom teachers through our area service centers. This will provide teaching staff with more support to improve overall instruction and instruction during the pandemic.
4. Creation of additional learning space - We intend to create an additional classroom in our library and an out door learning space that will help with social distancing.
5. Purchasing of additional bus - We intend to purchase an additional bus that will help with social distancing for our daily routes and activity trips.
6. Purchasing of additional technology - We intend to purchase additional staff laptops to ensure all staff have technology that allows them to create strong lessons for the students they work with, and provide instruction for students that are learning remotely.
7. HVAC upgrades - We intend to upgrade HVAC at our elementary building to improve air flow and learning conditions.

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 see an increase in positive coping skills throughout our student body, and a decrease in dangerous/harmful choices. We will measure this through the use of the KCTC survey and overall number of office referrals in each building. We also hope to see an increase in academic achievement as measured through the State Assessment and ACT testing.

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

[303 Ness City ESSER 2 Pla... \(150 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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§200.415 Required certifications.

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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.

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 | Derek Reinhardt

Date | 03/30/2021

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

USD	District Name	Data as of
303	Ness City	May 4, 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
303-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We intend to increase attendance in summer school programs, but recent parent surveys show only 24 total parents in our District would take advantage of these opportunities. We plan to use additional ESSER funds to create learning opportunities throughout the summer that are more enticing to students. This will help to address student academic gaps and learning loss.	\$ 24,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	74100	
303-1-002	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	We intend to use funds to provide instructional coaching for all of our classroom teachers through our area service centers. This will provide teaching staff with more support to improve overall instruction and instruction during the pandemic.	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	74160	
303-1-003	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	We intend to offer additional and continued training for all staff so they are better equipped to help themselves and their students with social emotional needs. We also intend to offer training directly to students so they are better prepared to understand and find ways to cope with their social and emotional needs.	\$ 5,000	\$ 2,500	\$ 2,500	\$ -	\$ -	74160	

303-1-004	Eligible	Direct Allocation	Other Facilities Acquisition and Construction	PURCHASED PROPERTY SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	We intend to create an additional classroom in our library and an out door learning space that will help with social distancing.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	74170	
303-1-005	Eligible	Direct Allocation	Student Transportation Services	PROPERTY	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We intend to purchase an additional bus that will help with social distancing for our daily routes and activity trips.	\$ 65,000	\$ 65,000	\$ -	\$ -	\$ -	74180	
303-1-006	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We intend to purchase additional staff laptops to ensure all staff have technology that allows them to create strong lessons for the students they work with, and provide instruction for students that are learning remotely.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	74190	Response from District: This technology purchase is a combination of both a need to address the needs of the couple of students we currently have in remote learning, and also to help prepare for any additional times we may have to move to remote learning in the future. 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.
303-1-007	Eligible	Direct Allocation	Other Facilities Acquisition and Construction	PURCHASED PROPERTY SERVICES	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	We intend to upgrade HVAC at our elementary building to improve air flow and learning conditions.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	74170	

303-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This expenditure will be used to reimburse for paid leave related to COVID related absences and substitute pay during those times. Our paid leave and substitute pay due to COVID is in excess of \$15,000, so all of the requested \$7161 will be applied to 1000 Function Code	\$ 7,161	\$ 7,161	\$ -	\$ -	\$ -	74100	Response from District: This expenditure will be used to reimburse for paid leave related to COVID related absences and substitute pay during those times. Our paid leave and substitute pay due to COVID is in excess of \$15,000, so all of the requested \$7161 will be applied to 1000 Function Code
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Kansas CommonApp (2020)

1518-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gKYvYnEI

310_Fairfield_ESSER II Plan_0419

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 | Licensed Child Care Provider

Applicant / Entity Name | Fairfield USD #310 Daycare

Applicant / Mailing Address

Betsy McKinney
16115 S. Langdon Rd.
Langdon, KS 67583

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

Applicant / Email Address of Owner, CEO, or Executive Director | bmckinney@usd310.org

Applicant / Phone Number | 620-596-2152

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) | 48-0720350

Applicant / Website Address (if applicable) | www.usd310.org

Applicant / Child Care Licensing Number (if applicable) | 0077353-005

Applicant / Mission Statement (if applicable)

To provide high quality, developmentally appropriate child care for preschool children with a focus on the individual child's age and ability to stimulate social, cognitive, physical and emotional growth.
To provide a safe, nurturing and recreational environment for school age children displaced by school changes due to the pandemic..

Application details

Full District Name		Fairfield Schools
District Number		310
Mailing Address Street Address		15116 S. Langdon Rd.
Mailing Address City		Langdon
Mailing Address Zip Code		67583
Authorized Representative of the District Name		Betsy L. McKinney
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		bmckinney@usd310.org
Authorized Representative of the District Phone Number		+16205962020
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 hit our district and impacted us in several ways. First and foremost, for the first time in eight years, our K-3 reading scores fell dramatically. It's easy to see why, because the pandemic stopped our MTSS groupings for over 1/2 of this school year and it also ended our After School Program that focused on students who were reading behind grade level. We had to keep students within their cohorts. The same thing happened with high and middle school science; learning through zoom instead of by projects hurt the students academically. We are a high-poverty and high At-Risk district, and our parents felt a financial squeeze more than ever. This led to more students living in poverty who oftentimes only had the opportunity to eat at school. We also had more foster children this year than we have had in the past. More of our students are going to therapy on campus. We had to totally change our cleaning chemicals and methods to that of a new, approved COVID-19 protocol. Technologically we did the best we could, but it could have been better. We need more devices for students and more internet capability in our six small towns. The ESSER 2 money will help so much in all of these 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 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 to use the ESSER II funds encompasses several areas. First, academically, we want to use the ESSER money to fund an innovative summer program for our K-12 students; this is to help them overcome areas where they have fallen behind. We have selected a new Reading Program for our K-6 that ties in more easily with the Kansas ELA standards and MTSS format than our former program. We also would like to purchase some STEM materials for our middle and high school students to use to in part help them overcome the losses from this year. We want to fund an After-School Program for K-6 for next year for those who are behind grade level in reading or math. We also would bring our district up to where we need to be technologically, with a device for every student that has both a camera and a microphone (in case we zoom again if the pandemic returns.) We need to purchase many laptops and also need to work on our district connectivity and the internet availability to our six small towns. This was a real problem when we were remote, as in the spring of 2020. We are also asking for money to fund the paraprofessional and full-time sub for the last 1.5 months of the 20-21 school year. They were hired only because of COVID-19. We also want to continue to fund an extra custodian because it takes one to do our COVID Protocol. We want to extend our MHIT counseling on campus into the summer as well! Finally, we would like to have funds to provide employees who worked extra hours (with documentation) a \$500 stipend to help compensate some of their extra time and also the use of their home internet service.

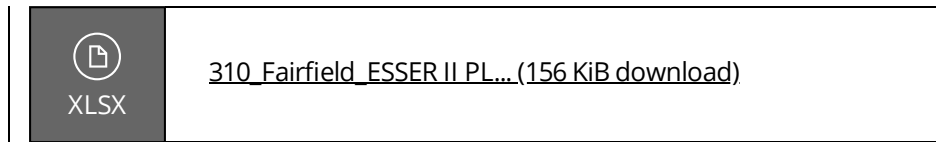
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Academically, we will be able to see clearly from data comparisons to previous years. Technology wise, we will be able to compare future surveys of students and staff to past surveys. We will also be a 1-to-1 district after purchasing more devices. We would use our social-emotional measure to see if the extra counseling/therapy in the summer translates over to fewer discipline issues or DCF/law enforcement referrals in the fall. Check sheets for our COVID Protocol of cleaning will show what work has been completed daily over the time period. The Summer Academy students will be followed academically to see the long-term impact upon their grades 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

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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.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread 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 | Betsy L. McKinney

Date | 04/19/2021

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

USD	District Name	Data as of
310	Fairfield	May 4, 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
310-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Fairfield Summer Academy 2021; pay instructors/tutors/drivers/mileage/supplies. This will target student needs.	\$ 51,391	\$ 51,391	\$ -	\$ -	\$ -	21-1000-110-00-00	
310-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Chemicals and cleaning supplies required in our Covid 19 protocol.	\$ 6,007	\$ -	\$ 6,007	\$ -	\$ -	21-2600-600-00-00	
310-1-003	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program for 2020-2021 for whole school year to target student needs of those in poverty, with disabilities, ESOL, homeless or foster children.	\$ 47,950	\$ -	\$ 47,950	\$ -	\$ -	21-1000-120-00-00	
310-1-004	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Continue to fund the full-time sub for the last 1.5 months of the 20-21 school year (many absences due to COVID or quarantine)	\$ 2,970	\$ 2,970	\$ -	\$ -	\$ -	21-1000-110-00-00	
310-1-005	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Continue to fund the extra paraprofessional for the last 1.5 months of the 20-21 school year. She takes temperatures daily and helps At-Risk children for part of the day.	\$ 1,944	\$ 1,944	\$ -	\$ -	\$ -	21-1000-120-00-00	
310-1-006	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Continue the extra custodial position to keep up with our COVID protocol of prevention. We have two part-time people whose hours equal one full time custodian.	\$ 1,440	\$ 1,440	\$ -	\$ -	\$ -	21-2600-120-00-00	
310-1-007	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	This would be to continue to fund one extra custodial position to help prevent the further spread of the virus. This person cleans rooms daily as students leave for breaks.	\$ 21,600	\$ -	\$ 21,600	\$ -	\$ -	21-2600-120-00-00	

310-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	We want to extend our MHIT counseling program into June and July, something we've never done before. Our students can keep coming to campus to meet with their Horizon's therapist. This money is to cover the expenses of extending the program	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	21-1000-110-00-00
310-1-009	Eligible	Direct Allocation	Instruction-Related Technology	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Our plan is to purchase educational technology including software, hardware, and more connectivity. We are currently short on student devices after the pandemic. This will enable learners from grade 3-12 to use the interactive Google Classroom platform.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	21-2230-650-00-00
310-1-010	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	For the first time in 8 years, our K-6 reading scores fell due in part to the fact that we could not host MTSS groups during the pandemic. We want to purchase a new, updated reading curriculum for K-6 that is based on the MTSS format to make instruction more seamless for our students.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	21-1000-600-00-00
310-1-011	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Our Science scores at FHS also fell this year and we want to address that by purchasing a STEM curriculum to address our weak areas.	\$ 7,160	\$ -	\$ 7,160	\$ -	\$ -	21-1000-600-00-00

310-1-012	Eligible	Direct Allocation	Personnel Services	Additional Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	<p>\$500 stipends to employees who can provide documentation of outside-of-contract time work to overcome challenges of pandemic. This would be paid to approximately 45 employees, but at this point that is a guess. Nobody would get a stipend without proper documentation. This would help encourage our staff to go above and beyond if the pandemic continues.</p>	\$ 22,500	\$ 22,500	\$ -	\$ -	\$ -	21-2570-150-00-00	
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Kansas CommonApp (2020)

1062-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

313_Buhler_ESSER II Plan_0324



XLJYPzvx

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 313

Applicant / Mailing Address

| 406 W 7th Ave
| Buhler, KS 67522

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

Applicant / Email Address of Owner, CEO, or Executive Director | ccouchman@usd313.org

Applicant / Phone Number | 6205432258

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 | Buhler Unified School District

District Number | 313

Mailing Address Street Address	406 W 7th
Mailing Address City	Buhler
Mailing Address Zip Code	67522
Authorized Representative of the District Name	Cindy Couchman
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	ccouchman@usd313.org
Authorized Representative of the District Phone Number	+16205432258
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	shecox@usd313.org
Other District Representative 2 Email Address	kmclure@usd313.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 Covid-19 pandemic and subsequent school closures contributed to learning loss for students in USD313. Achievement scores in grades PreK-5 show the greatest decline in grades Kind -3rd grade. The greatest drop occurred in 3rd grade reading with a drop of 14% from previous years. In high school (grades 9-12), course failure rates at semester at the secondary level were increased just over 15% compared to previous years. An additional concern is the number of students who failed multiple courses and are further at risk from graduating from high school. In middle school (grades 6-12), the failure rate at semester was nearly 40% higher than previous years. Since implementing after school tutoring and having students back full-time, those rates have decreased. Mental health concerns are also on the rise. We have partnered with Horizons this year and caseloads are already over capacity which has us asking Horizons to assign another full time worker in our buildings. Our SEL data is showing depression and suicide behavior at alarming levels with 43% responding they are depressed and 20% having suicidal thoughts. In both instances, high school students in Buhler are higher than the state average. On our most recent Kansas Communities that Care data, our "Low Commitment to School" increased 7% across grade levels showing lack of engagement is an issue.

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

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

At the time of submitting the application, USD 313 had approximately \$130,000 left in ESSER 1 funding and approximately \$40,000 in Special Education ESSER 1. USD 313 plans to use the remaining funds for finishing out the school year with our 3 full time substitute teachers, software renewal like zoom, technology repairs/breakages, and professional development for our teachers. The professional development will revolve around resiliency, self care, and SEL training. We anticipate ESSER 1 to be completely spent by the end of June. USD 313 will flow through the special education to our local Coop (RCEC) as needed. The coops administration will determine the best use of those funds.

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

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

These funds will be used in a variety of ways. First of all, USD 313 will provide summer learning opportunities through a 3 week STEAM camp in June and a 3 week Summer School in July. These opportunities will provide students with opportunities to grow academically as we expect tremendous learning loss. Additionally, this gives students and staff more time to work on SEL skills. USD 313 is employing an additional Counselor at our middle school to reduce the student to counselor ratio and to help with SEL lessons and mental health. We are also employing a math interventionist at Plum Creek Elementary as they are a large school and will need additional support to help students with learning loss. Finally, we are addressing our quality of air by applying I-wave technology to all of our HVAC units district wide to help contain the spread of viruses, pollen, mold, etc.

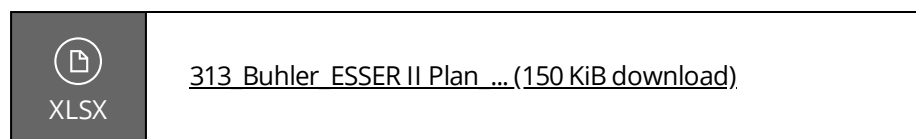
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Cindy Couchman

Date | 04/13/2021

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

USD	District Name	Data as of
313	Buhler	May 4, 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
313-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid-19 has created us to think about different learning models moving forward. As a result of the pandemic, we will be offering a virtual school next year. This expenditure will allow us to pay our virtual instructor/director during June, July, and August before the "normal contract" starts in September.	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	96-1000-110-415-05	
313-1-002	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Covid-19 has created us to think about different learning models moving forward. As a result of the pandemic, we will be offering a virtual school next year. This expenditure will allow us to purchase the software platform to ge the virtual school off the ground.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	96-1000-653-409-05	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.
313-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence.	\$ 115,000	\$ -	\$ 60,000	\$ 55,000	\$ -	96-1000-110-411-00	
313-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence.	\$ 25,000	\$ -	\$ 15,000	\$ 10,000	\$ -	96-1000-120-411-00	
313-1-005	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence.	\$ 30,452	\$ -	\$ 20,000	\$ 10,452	\$ -	96-1000-610-411-00	

313-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After school tutoring/mentoring for elementary and Middle school students. Providing a safe environment for feedback, help, instruction	\$ 48,000	\$ -	\$ 24,000	\$ 24,000	\$ -	96-1000-110-411-00
313-1-007	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	Hiring an additional a counselor to provide support for students as we come out of the pandemic	\$ 86,000	\$ -	\$ 43,000	\$ 43,000	\$ -	96-2120-110-410-00
313-1-008	Eligible	Direct Allocation	Guidance Services	Group Insurance	10. Providing mental health services and supports	Insurance benefit for added counselor	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	96-2120-210-410-00
313-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Adding a math interventionist to help with learning loss and interventions throughout the school year.	\$ 100,000	\$ -	\$ 50,000	\$ 50,000	\$ -	96-1000-110-415-08
313-1-010	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Insurance benefit for added math interventionist	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	\$ -	96-1000-220-415-08
313-1-011	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	Ionization of air using I-Wave technology as well as replacement of 4 rooftop units that are causing severe humidity issues creating classrooms that are not being able to be used. These classrooms are needed for social distancing and to reduce class sizes.	\$ 260,458	\$ 260,458	\$ -	\$ -	\$ -	96-2600-730-414-00
313-1-012	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	Labor for Ionization of air using I-Wave technology as well as replacement of 4 rooftop units that are causing severe humidity issues creating classrooms that are not being able to be used. These classrooms are needed for social distancing	\$ 117,325	\$ 117,325	\$ -	\$ -	\$ -	96-2600-430-414-00

313-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Supplies and Materials	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Additional Filters for all of our HVAC systems as the Ionization process causes more collection of contaminants and we will need to replace more often than before.	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	96-2600-619-414-00	
313-1-014	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA for math interventionist and summer school instruction	\$ 20,000	\$ -	\$ 10,000	\$ 10,000	\$ -	96-1000-220-000-00	
313-1-015	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	FICA for added guidance counselor	\$ 6,400	\$ -	\$ 3,200	\$ 3,200	\$ -	96-2120-220-410-00	
313-1-016	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Our district provides a 403B match up to \$75 per month. This will cover the expense for the added math interventionist	\$ 1,800	\$ -	\$ 900	\$ 900	\$ -	96-1000-291-415-00	
313-1-017	Eligible	Direct Allocation	Guidance Services	Other Employee Benefits	10. Providing mental health services and supports	Our district provides a 403B match up to \$75 per month. This will cover the expense for the added guidance counselor	\$ 1,800	\$ -	\$ 900	\$ 900	\$ -	96-2120-291-410-00	
313-1-018	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment tax for added summer school instruction, after school learning opportunities, and math interventionist.	\$ 400	\$ -	\$ 200	\$ 200	\$ -	96-1000-260-415-00	
313-1-019	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	Unemployment tax for added guidance counselor	\$ 200	\$ -	\$ 100	\$ 100	\$ -	96-2120-260-410-00	
313-1-020	Eligible	Direct Allocation	Instruction	Software	5. Procedures and systems to improve LEA preparedness and response efforts	Fastbridge software/assessments to identify student needs	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	96-1000-653-405-00	
313-1-021	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Supervision and duties related to administration of summer school	\$ 4,000	\$ -	\$ 2,000	\$ 2,000	\$ -	96-2400-110-411-00	

Kansas CommonApp (2020)

1515-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

322_Onaga_ESSERII plan_0419



BoowoRYB

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 322 Onaga-Havensville-Wheaton
Applicant / Mailing Address	
USD 322 P.O. Box 60 Onaga,KS 66521	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Dan Polk
Applicant / Email Address of Owner, CEO, or Executive Director	polkd@usd322.org
Applicant / Phone Number	7858894614

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	Onaga-Havensville-Wheaton
District Number	322

Mailing Address | Street Address | P.O. Box 60 500 High Street

Mailing Address | City | P. O. Box 60 Onaga

Mailing Address | Zip Code | 66521

Authorized Representative of the District | Name | Daniel C. Polk

Authorized Representative of the District | Position or Title | Superintendent of Schools

Authorized Representative of the District | Email Address | polkd@usd322.org

Authorized Representative of the District | Phone Number | +17858894614

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

Other District Representative 1 | Email Address | minihanc@usd322.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 320+ K-12 students have been negatively impacted in several ways throughout the pandemic. Initially, our district was not prepared technologically to handle this type of educational disruption. Many of the needs we continue to have for responding to the impact of the pandemic are technological in nature, including internet connectivity, infrastructure, and device availability and reliability. As a result, there are obvious student learning and SEL impacts. Our local assessments show the biggest areas of learning loss are in the areas of mathematics, English Language Arts, literacy skills, and reading comprehension. Complicating matters further, our entire district is one of significant poverty so our schools serve as much needed resource hubs in a number of ways, including our ability to lead the way for families to stay connected and engaged through technology. Trying to educate our students in full remote during the spring of 2020, quarantining protocols, and continuing with some remote learners and families up to present day has continued to exacerbate a myriad of ongoing technological issues resulting in a detrimental learning experience for too many 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.

We continue to lack adequate and reliable technology to fully equip our students to experience success. Therefore, some of the funds will be used to make sure all students have the technology needed to help them remain active, engaged, and connected to the school with the expectation that it will be fully utilized to facilitate learning in the academic areas where students have fallen behind due to the pandemic. Additionally, funds will be utilized to enhance internet safety filtering software for our devices that we have provided to families over the time of the pandemic. We have not adequately or sufficiently updated internet safety filtering for devices when they are off campus. It is critically important that we protect our students with currently available filtering technology for when students access the Internet for school-related reasons but are not on-site. We will also provide targeted summer learning opportunities for students. This application seeks to secure funds for the summer of 2021. We intend to provide targeted support in math and English Language Arts and maximize attendance with transportation lunch provided.

Our district plans to utilize funds to support the ongoing professional learning needs of staff to maximize student growth and achievement, especially in response to pandemic-related learning loss. We will utilize the professional learning supports and services via Greenbush School Improvement Services consortium. This will provide in-person and virtual professional learning on addressing learning loss, goal setting based on needs related to our response to the pandemic, and data analysis support to identify student learning loss, plan our instruction accordingly, and identifying and responding to any other critical learning or social and emotional needs of our students.

We will also utilize some funds to fully pay for school nurse additional hours utilized this school.

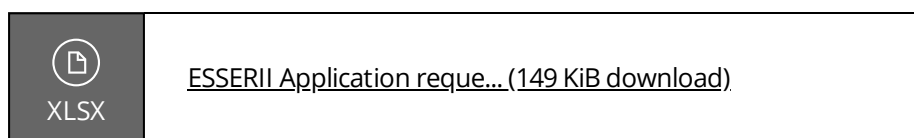
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Impacts of the expenditures will be clear by the (hopeful) student recovery pace in loss of learning noted in ongoing assessment pieces. This can be measured by data return from assessment and indicators related to state standards accountabilities and grade level performance on various measurements. The students will also be better connected and able to communicate and utilize technology to utilize a variety of learning environments and resource in the means to that end....and with the protection of filtering the district will have done it's due diligence in working SAFELY toward connectivity and learning loss recovery directly related to the pandemic and Covid 19. The health and wellness, SEL and traditional will also be greatly benefitted by the already increased hours of our medical professional.

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 | Daniel C. Polk

Date | 04/20/2021

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

USD	District Name	Data as of
322	Onaga-Havensville	May 4, 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
322-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School for learning loss, low-income, children with disabilities.	\$ 20,250	\$ 20,250	\$ -	\$ -	\$ -	36-001-1000-110	July 12 through July 30, 8:00-12:00 p.m. (k-8)
322-1-002	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase reliable technology to equip our students to address needs in learning lost to the pandemic.	\$ 3,828	\$ 3,828	\$ -	\$ -	\$ -	36-800-1000-650	Tablet Charging carts, bought more tablets last year for COVID remote learning (Phone Call 4/28/2021). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
322-1-004	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase reliable technology to equip our students to address needs in learning lost to the pandemic.	\$ 92,640	\$ 92,640	\$ -	\$ -	\$ -	36-800-1000-650	PCs and Ipad (for elementary and middle school) reimbursement for current year (Phone Call 4/28/2021)
322-1-005	Eligible	Direct Allocation	Support Services (General Administration)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Providing administration and staff with resources to address student needs	\$ 6,684	\$ 6,684	\$ -	\$ -	\$ -	36-800-2300-300	Greenbush invoice for school improvement & for assessing students and prioritizing learning loss caused by COVID (Phone Call 4/28/2021)
322-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School for learning loss, low-income, children with disabilities.	\$ 2,025	\$ 2,025	\$ -	\$ -	\$ -	36-007-1000-220	FICA for summer school teacher (Phone Call 4/28/2021)
322-1-007	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Bus Driver/Transportation FICA (for Summer School for learning loss, low-income, children with disabilities)	\$ 525	\$ 525	\$ -	\$ -	\$ -	36-007-2720-220	FICA for summer school bus driver(Phone Call 4/28/2021)

322-1-008	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School for learning loss, low-income, children with disabilities.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	36-008-2710-120	Bus Driver salary for summer school (Phone Call 4/28/2021)
322-1-009	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Transportation/Gasoline for Summer School for learning loss, low-income, children with disabilities.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	36-800-2720-626	Transportation/gasoline for summer school (Phone Call 4/28/2021)
322-1-010	Eligible	Direct Allocation	Support Services (Students)	Medical Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.	Public Health protocols for the health and safety of students and staff	\$ 10,383	\$ 10,383	\$ -	\$ -	\$ -	36-800-2710-300	Reimbursement for school nurse (increased to 4 hours a day) (Phone Call 4/28/2021)
322-1-011	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase reliable technology to equip our students to address needs in learning lost to the pandemic.	\$ 8,657	\$ 8,657	\$ -	\$ -	\$ -	36-800-1000-650	Maintenance service for technology (provide servers and push updates) (Phone Call 4/28/2021)

Kansas CommonApp (2020)

1485-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NOmPkGoy

343_Perry-Lecompton_ESSER II Plan_0416

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 343 Perry-Lecompton Public Schools
Applicant / Mailing Address	205 W. Bridge St. Perry, Ks 66073
Applicant / First and Last Name of Owner, CEO, or Executive Director	J.B. Elliott
Applicant / Email Address of Owner, CEO, or Executive Director	jelliott@usd343.org
Applicant / Phone Number	7855975138

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)	480699340
Applicant / Website Address (if applicable)	www.usd343.net

Application details

Full District Name	Perry Lecompton Public Schools
District Number	343
Mailing Address Street Address	205 W. Bridge St.
Mailing Address City	Perry
Mailing Address Zip Code	66073
Authorized Representative of the District Name	J.B. Elliott
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jelliott@usd343.org
Authorized Representative of the District Phone Number	+17855975138
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mblosser@usd343.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 used AIMSWeb plus, MAP, Really Great Reading, and Panorama) and State Assessments to identify students in need and to which areas they are in need. We have seen more students falling below grade level, particularly in our elementary students. We believe these students struggled with online learning in the Spring of 2020 and various times throughout remote learning as needed due to quarantine related to COVID-19. Online learning had a higher negative impact on our special education population. We have currently identified a total of 148 students PreK-12 that need remediation to move up to grade level or return to the path of graduating on time. We have 785 students PreK-12. Therefore this would represent just over 18% of our students. Additional data that would be useful is the number of students in our special education population. We have 169 students in our district with an IEP. We have 48 students in our 3-year old and 4-year old preschool program.

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.

During the 2020-21 school year, we added programs to help with the deficiencies discovered. We have also added several screeners to assist in the identification process of academic and social-emotional needs. Online platforms have been used to connect with students during times in which online learning was required. In one situation at the elementary level, we had to add an additional section to ensure that we could meet the county requirements related to social distancing in the classroom.

This summer, we plan to focus our efforts on addressing the academic deficiencies our students have realized. Our summer program will be called the "Academic Recovery Program" and will serve identified students in grades K-12. K-8 students scoring below grade level on local and State Assessments are eligible for the Academic Recovery Program. 9-12 students who have fallen behind in graduation progress have been identified as eligible for the summer program. The summer session will begin on Tuesday, July 6th, with a full school day (8:30 – 3:30) three days per week (Tuesday, Wednesday, and Thursday). This schedule will be maintained for four weeks, ending on July 29th. The schedule allows students a five-week break after the normal school year ends in May and a two-week break before the next school year begins in August. Door-to-door transportation will be made available for all students who need it. Our food service program will be fully operational, offering breakfast and lunch to all students attending the summer program.

We are hopeful that by offering full-day instruction, breakfast, and lunch, along with transportation to and from the school, parents will be encouraged to allow their students the opportunity to recover instruction lost during the pandemic.

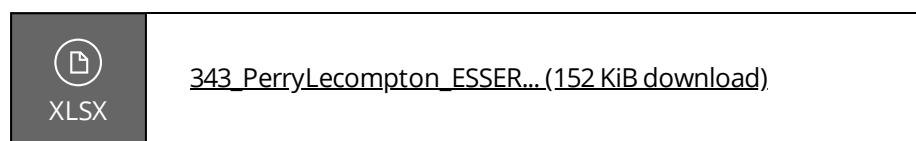
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

At the end of the summer program, students will be assessed locally using the appropriate assessment for the student's grade level. The number of students showing academic growth will be utilized to determine the success of the program. Students in grades 9-12 will participate in credit recovery class(es). The number of students successfully recovering (earning) high school credit will be used to determine the success of this program. Our efforts in improving student performance will be monitored through local and State assessments during the 2021-22 school year and beyond.

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

| J.B. Elliott

Date

| 04/16/2021

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

USD	District Name	Data as of
343	Perry Public Schools	May 4, 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	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations.	Renaissance Learning: IGGI - Early Childhood Progress monitoring tool.	\$ 420	\$ 210	\$ 210	\$ -	\$ -	96260	
343-1-002	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	AIMSweb Plus - used by K-5 staff in 2020-21 to identify struggling students related to loss of instruction time. We use this K-12 beginning in the 21-22 school year.	\$ 6,273	\$ 1,560	\$ 4,713	\$ -	\$ -	96260	
343-1-003	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading Program: Intervention and monitoring program for students in grade K-4	\$ 30,810	\$ 22,035	\$ 8,775	\$ -	\$ -	96260	
343-1-004	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading Manipulatives for students	\$ 7,590	\$ 7,590	\$ -	\$ -	\$ -	96260	
343-1-005	Eligible	Direct Allocation	Support Services (Instructional Staff)	OTHER PURCHASED SERVICES	10. Providing mental health services and supports	Panorama Social Emotional Screener	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	96310	Lost connection time due to lack of access to their peers/teachers/counselors/social workers
343-1-006	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	PowerSchool Learn Platform - This allowed 3-12 grade teachers to post assignments, assessments, and projects online. (Similar to Blackboard.). This will transition to Schoology with PowerSchool continueing as the provider in the 2021-22 school year.	\$ 4,394	\$ 2,197	\$ 2,197	\$ -	\$ -	96260	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.

343-1-007	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Seesaw Platform - This allowed K-2 grade teachers to post assignments, assessments, and projects on-line.	\$ 605	\$ 605	\$ -	\$ -	\$ -	96260	Used by Early Childhood and K-5 Teachers to connect to students and assign tasks when in remote in past. 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.
343-1-008	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	NWEA - MAP Assessment Tool. We would like to use MAP Assessment Tool to identify student learning loss from Covid.	\$ 8,238	\$ -	\$ 8,238	\$ -	\$ -	96260	District plans to remove MAP testing in favor for AIMSWEB, but does not have longitudinal data from AIMSWEB yet, so would like to continue to use MAP for another year to identify those students with a learning loss caused by COVID. (Phone Call, 4/28/2021)
343-1-009	Eligible	Direct Allocation	Other Health Services	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Nurse Health Assistant: This position will conduct weekly COVID screening and testing through the summer and the 2021-22 school year. Position will beginning in May of 2021. Amount includes 8% FICA.	\$ 22,486	\$ 5,184	\$ 17,302	\$ -	\$ -	96120	
343-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Added a 2nd Grade Teacher in order to meet Social Distancing requirements. Started with 2 sections (23+22) and ended with 3 sections of 15 to meeting requirement. Total amount includes salary and FICA.	\$ 43,956	\$ 43,956	\$ -	\$ -	\$ -	14600	
343-1-011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Total Sub Teacher Pay and lost Salaries due to quarantine and isolation required by COVID-19 situations. This includes classified and certified staff.	\$ 25,204	\$ 25,204	\$ -	\$ -	\$ -	12200	
343-1-012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Tech Assistants/Workers for Summer configuration of iPads for 21-22 year and inspection/repair of items for the 20-21 year. Work to be completed in June '21 and July '21	\$ 1,382	\$ 691	\$ 691	\$ -	\$ -	96135	Additional information provided by district: the summer tech is hiring HS students to update the tech in the summer to prepare devices to help with learning loss

343-1-013	Ineligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Additional Duty - We added streaming to all events that had attendance restrictions due to COVID. This included H.S./M.S. athletic events, Board Meetings, and our Learning updates. All events are viewable on our YouTube channel. Search USD 343 Media. 1 staff member needed for Board meetings and Learning updates, 3 staff members for basketball games, and 4 for football games. Pay rate was \$14 per hour.	\$ 8,428	\$ 4,214	\$ 4,214	\$ -	\$ -	96090	Expenditure is not an ESSER allowable use. Hiring hourly workers to film/record board meetings, learning updates, and extracurricular activities/sports due to in-person capacity limitations from COVID; Have never streamed or filmed prior to Covid (Phone Call, 4/28/2021).
343-1-014	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: 11 Teachers for K-12 - Avg rate at USD 343 Teir pay is \$34.04/hr, plus FICA	\$ 48,527	\$ -	\$ 48,527	\$ -	\$ -	96100	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-015	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: 8 Paras for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 11,662	\$ -	\$ 11,662	\$ -	\$ -	96110	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-016	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: 4 Bus Drivers for K-12 - USD 343 summer pay rate is \$16.25/hr, plus FICA	\$ 3,370	\$ -	\$ 3,370	\$ -	\$ -	96130	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-017	Eligible	Direct Allocation	Support Services (General Administration)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: 1 office secretary for K-12 - USD 343 summer pay rate is \$14.06/hr, plus FICA	\$ 1,458	\$ -	\$ 1,458	\$ -	\$ -	96060	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-018	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: 1 custodian for K-12 - USD 343 summer pay rate is \$13.50/hr, plus FICA	\$ 700	\$ -	\$ 700	\$ -	\$ -	96050	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-019	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: 1 admin for K-12 - USD 343 summer pay rate is \$55/hr, plus FICA	\$ 5,702	\$ -	\$ 5,702	\$ -	\$ -	96070	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)

343-1-020	Eligible	Direct Allocation	Vehicle Operation	Gasoline	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: Fuel for summer bus routes. Estimated at \$3.10/gal and using 12.5 gal daily x 4 buses.	\$ 1,860	\$ -	\$ 1,860	\$ -	\$ -	96160	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-021	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: food service workers for K-12 - USD 343 summer pay rate is \$14.06, plus FICA	\$ 3,280	\$ -	\$ 3,280	\$ -	\$ -	96080	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-022	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: Field Trip Fees - admission. Figured at \$5 per student with 125 students participating.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	96150	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-023	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations.	July '21 Summer School: Classroom supplies. Figured at \$150 at 12 classrooms	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	96340	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)
343-1-024	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	July '21 Summer School: Trainer for Florida Virtual School. Using for enrichment for students needing additional resources. USD 343 Tier rate of #34.04 at 30 hours.	\$ 1,103	\$ -	\$ 1,103	\$ -	\$ -	96100	1 teacher trained in Florida Virtual Platform for K-6, this teacher will teacher train other teachers who will support summer school, which addresses learning loss due to COVID. (Phone Call 4/28/2021)
343-1-025	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Electricity	12. Addressing learning loss among students, including vulnerable populations.	Additional cost for Utilities for summer school program. Estimated at \$2,000 for the month of July.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	96400	125-150 Students invited to summer school, three days a week in month of July (Phone call, 04/27/2021)

Kansas CommonApp (2020)

1014-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

344 Pleasanton Esser II Plan 3-25-2021



oJOQygMZ

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 | Pleasanton USD 344

Applicant / Mailing Address

| 309 West 13th
| Pleasanton, KS 66075

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

Applicant / Email Address of Owner, CEO, or Executive Director | travis.laver@usd344.org

Applicant / Phone Number | 9133528534

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) | 480724317

Applicant / Website Address (if applicable) | usd344.org

Fiscal Agent / Name (if applicable) | Connie Krull

Fiscal Agent / Email (if applicable) | connie.krull@usd344.org

Fiscal Agent / Mailing Address (if applicable)

309 West 13th
Pleasanton, KS 66075

Application details

Full District Name | Pleasanton USD 344

District Number | 344

Mailing Address | Street Address | 309 West 13th

Mailing Address | City | Pleasanton

Mailing Address | Zip Code | 66075

Authorized Representative of the District | Name | Travis Laver

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | travis.laver@usd344.org

Authorized Representative of the District | Phone Number | +19133528534

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.

Last spring when students were fully remote we noticed that our MAPS scores were pretty static with no improvements from winter to fall of 2020. This was the fact for nearly every student enrolled in USD 344. This school year we have offered face to face education all year along with giving parents the opportunity to choose a hybrid or remote option. The bulk of our families chose to be in an in person learning environment. The impact of Covid-19 quarantines has been tough at times though as students have had to have substitutes teaching classes for up to a couple weeks at a time. We have approximately 12 students that have been affected by the spring shutdown that have been working with our counselors. These students represent all student 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 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.

Summer school availability for our students is at the top of our list to try to makeup for the lost time in the classroom. In addition we will use funds to upgrade our HVAC systems with better filtration and clean air ionizing capabilities. Additional cleaning supplies will be purchased as well as equipment to help get the job done more efficiently. Monitors for our busses will continue to take temps etc. before students board the bus, and for staff health and wellness we will offer gym memberships. To ease crowding on the current route busses we will add another bus to the fleet to pick up students. Last thing is that we will continue to add around 40 Chromebooks per year to make sure we can have and maintain the quantity needed to shift to a remote learning environment if needed in the future.

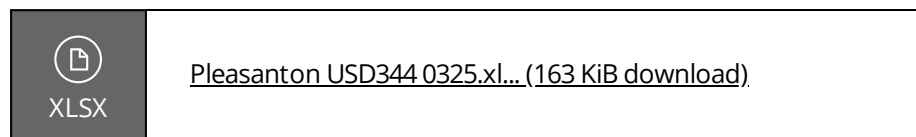
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The clean air quality initiatives will be able to be measured immediately with the air quality equipment that is available for use from our education consortium at Greenbush or other providers. The effects of summer school will be measured using our MAPS testing as it is the most complete tool that we have baseline measurements from before the pandemic.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Travis Laver

Date | 03/25/2021

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

USD	District Name	Data as of
344	Pleasanton	May 4, 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
344-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	Summer school session for 2021 and 2022 Teacher salaries.	\$ 130,000	\$ 65,000	\$ 65,000	\$ -	\$ -	7	4/30/21 Travis Laver adjusted the costs associated with this line item as his budget exceeded his allocation amount
344-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	Summer school session for 2021 and 2022 aide salaries	\$ 16,000	\$ 16,000	\$ -	\$ -	\$ -	7	4/30/21 Travis Laver adjusted the costs associated with this line item as his budget exceeded his allocation amount
344-1-003	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	Summer school session for 2021 and 2022 building principal salaries for days that they are not contracted in June.	\$ 18,830	\$ 9,300	\$ 9,530	\$ -	\$ -	7	4/30/21 Travis Laver adjusted the costs associated with this line item as his budget exceeded his allocation amount
344-1-004	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations.	Summer school session for 2021 and 2022 bus driver to transport summer school student to and from school	\$ 2,100	\$ 1,000	\$ 1,100	\$ -	\$ -	7	
344-1-005	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	Summer school supplies for STEM projects, and art projects. We will also utilize funds for remote enhanced learning from our education consortium.	\$ 15,000	\$ 7,500	\$ 7,500	\$ -	\$ -	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
344-1-007	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Repair of Buildings	7. Purchasing supplies to sanitize and clean LEA and school facilities	Clean air systems and Filtration. Replace air handling units with rated filtration and ionizer capability.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	7	
344-1-008	Eligible	Direct Allocation	Student Transportation Services	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Adding another bus route to allow more space for students on existing routes. District would pay salary of additional driver and this would pay remaining amount of bus cost after clean diesel grant	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	7	

344-1-009	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	Gym memberships for staff.	\$ 2,500	\$ 700	\$ 1,800	\$ -	\$ -	7	
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Kansas CommonApp (2020)

1037-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

356 Conway Springs ESSER II Plan_0329



jYgzNmGP

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 356 Conway Springs
Applicant / Mailing Address	
110 N Monnet Conway Springs, KS 67031	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Clay Murphy
Applicant / Email Address of Owner, CEO, or Executive Director	murphy@usd356.org
Applicant / Phone Number	620-456-2961

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

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

Application details

Full District Name	Conway Springs
District Number	356

Mailing Address Street Address	110 N Monnet
Mailing Address City	Conway Springs
Mailing Address Zip Code	67031
Authorized Representative of the District Name	Clay Murphy
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	murphy@usd356.org
Authorized Representative of the District Phone Number	+16204562961
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	andra@usd356.org

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

USD 356 - Conway Springs is a rural school district with just over 400 public school students and we also partially serve 97 students who attend a local private school.

During the shut down of in-school education in the spring of 2020, we had to provide remote learning for all of our students. This was hard on our students and teachers because none of them had ever been in this type of learning scenario. Through the summer, counselors and teachers offered to stay in contact with any students whenever they felt the need. As we began school in Fall 2021, we were able to hold in person classes with some still choosing to do remote learning. We also found some students, especially in our elementary grades were behind due to the remote learning from Spring 2020.

Our staff has worked very hard to catch students up this year, but we have still seen some struggling, again, mostly in our lower elementary grades.

The entire COVID-19 situation has created many challenges as we were all making adjustments in the middle of a crisis to ensure student and staff safety and to continue moving students forward in their educational process.

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

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

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

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

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public 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.

Throughout the COVID-19 pandemic, we have found areas that we need to address.

We need to purchase more technology so that our students can have their own computer to be used by them only. This allows all students to have their computer at school and at home when needed. We also need to buy additional interactive boards for teachers to use while students are learning remotely.

During our adjustment to the pandemic, we found that we need higher internet speed for our students and staff for remote learning situations, so we will be updating and adding fiber connectivity to help increase our information transition speed. We found that the students who seem to have regressed the most during the remote learning time were in our lower elementary grades. We need to hire an additional teacher in that grade level area so that students can have more one to one instruction to catch them up in math and reading. We also need to improve our curriculum in the elementary level and utilize diagnostic tests in that curriculum to better diagnose where each student is struggling so that we can individualize each student's education to get them back on track.

We will need to utilize staff through the summer to help students stay on track and will need to pay for subs from quarantines and trainings.

Student and staff safety needs to be addressed with improved air quality utilizing fresh air movement and clean air. Replacing water fountains with bottle fillers to help stop any spread of germs is another area of concern. Other student safety tools will be addressed.

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

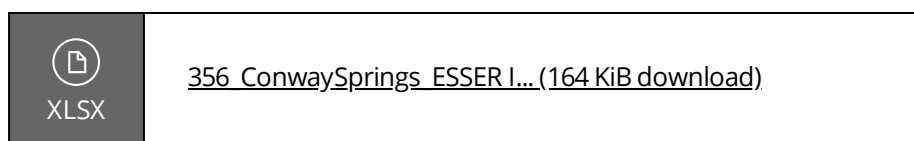
We have learned lessons each day throughout the pandemic. We have seen some success with some things and have had to make changes on others. We have looked at where we are lacking and feel we can utilize the ESSER II funds to make improvements. We will continue to monitor student success and safety as we make purchases and implement changes. We will continue to monitor student mental and physical health as well as continuing to track students' achievement through assessments and surveys.

We feel with the help of the ESSER II funds, we can continue to support our students and continue to see positive changes in them.

Notes on ESSER II application Excel template:

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

Date | 03/29/2021

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

USD	District Name	Data as of
356	Conway Springs	May 4, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
356-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for additional summer session for enhanced learning and social and emotional interventions due to COVID times learning disruption.	\$ 18,215	\$ -	\$ 18,215	\$ -	\$ -	07-1000-110-707	- Please provide the number of expected teachers and students who will benefit from this expenditure. Provide the duration (dates and times) expected to provide during summer school.; Applicant email response: 5 teachers and 2 counselors for 20 days, 4 hours per day. Estimate 50 students.
356-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Salary for additional staff to lower Elementary class size for more one on one learning to help with learning loss due to COVID.	\$ 38,980	\$ -	\$ 38,980	\$ -	\$ -	07-1000-110-707	
356-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Wages for Substitute teachers covering classrooms of teachers gone due to COVID quarantine scenarios.	\$ 6,093	\$ 6,093	\$ -	\$ -	\$ -	07-1000-115-707	
356-1-004	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social security & Medicare payroll costs - summer session (see above)	\$ 1,394	\$ -	\$ 1,394	\$ -	\$ -	07-1000-220-707	
356-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Social security & Medicare payroll costs - Elem class size (see above)	\$ 2,981	\$ -	\$ 2,981	\$ -	\$ -	07-1000-220-707	
356-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Social security & Medicare payroll costs - Substitute Teachers (see above)	\$ 435	\$ 435	\$ -	\$ -	\$ -	07-1000-220-707	
356-1-007	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Unemployment payroll costs - summer session (see above)	\$ 18	\$ -	\$ 18	\$ -	\$ -	07-1000-250-707	

356-1-008	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Unemployment payroll costs - Elem class size (see above)	\$ 39	\$ -	\$ 39	\$ -	\$ -	07-1000-250-707	
356-1-009	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.	Unemployment payroll costs - substitute teachers (see above)	\$ 6	\$ 6	\$ -	\$ -	\$ -	07-1000-250-707	
356-1-010	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	For band instrument covers to prevent spread of germs. Other classroom supplies for additional summer session -enhanced learning due to COVID.	\$ 4,788	\$ 144	\$ 4,644	\$ -	\$ -	07-1000-610-707	
356-1-011	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks for students, Computers for Teachers, increased fiber run, all to make available and to speed up the processing for Remote or Virtual learning due to COVID times.	\$ 61,928	\$ 42,175	\$ 19,753	\$ -	\$ -	07-1000-650-707	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.
356-1-012	Eligible	Direct Allocation	Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	The loss of learning in math, during COVID, is evident per our data - especially in the elementary. We need to improve our math curriculum, along with the diagnostic testing that comes with the curriculum to get students back on track. This whole school purchase and approach will pay dividends for many years.	\$ 26,917	\$ -	\$ 26,917	\$ -	\$ -	07-1000-644-707	

356-1-014	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	Additional measures of trying to prevent COVID spread by replacing water fountains with water bottle fillers, putting in new classroom sinks and replacing an outdated HVAC units to obtain better air quality. The new units will allow us to improve air quality in areas for all students and high traffic areas where social distancing is more difficult while addressing fresh air issues in all classrooms by bringing in more outside air which will improve air flow and quality of air. This will be a long term benefit for our students and staff during COVID and other illnesses.	\$ 86,604	\$ 1,604	\$ 85,000	\$ -	\$ -	07-2600-700-707	
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Kansas CommonApp (2020)

1196-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

365_Garnett_ESSER II Plan_0401



yLlrRApy

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	Garnett Unified School District No. 365
Applicant / Mailing Address	
305 N. Oak Garnett, KS 66032	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Don Blome
Applicant / Email Address of Owner, CEO, or Executive Director	supt@usd365.org
Applicant / Phone Number	7854486155

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

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

Fiscal Agent / Name (if applicable)	Paula Wallace
Fiscal Agent / Email (if applicable)	pwallace@usd365.org

Fiscal Agent / Mailing Address (if applicable)

| 305 N. Oak Box 328
| Garnett, KS 66032

Application details

Full District Name		Garnett Unified School District
District Number		365
Mailing Address Street Address		305 N. Oak Box 328
Mailing Address City		Garnett
Mailing Address Zip Code		66032
Authorized Representative of the District Name		Donald E. Blome
Authorized Representative of the District Position or Title		Superintendent of Schools
Authorized Representative of the District Email Address		supt@usd365.org
Authorized Representative of the District Phone Number		+17852042594
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		pwallace@usd365.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 pandemic has had and will continue to have impact in our district if we don't take measures to mitigate in some key areas. 1) Academic - learning loss is evident. Most grade levels show decline on the MAP Reading test from the Winter of 2019 to the Fall/Winter of 2020. Example: 3rd graders showed 19.7% in Level I (learning level) compared to 26.5% in Level 1 in the Winter of 2020. The exception is seventh grade Reading. Math also showed declines, but not to the level of Reading. This is a little surprising as there would typically be more decline in math over a number of months. This may be an indication that our remote learning model was relatively successful. We actually observed increased proficiency in math at the 8th grade level. 2) Social Emotion/Well-Being - a continued area of concern is the social emotional aspect of the pandemic: such as, anxiety of being at school during the pandemic, family issues as a result of home stress (lose of income and employment), and student stress and uncertainty. Counselors and teacher have reported more students seeking services and counselors are reporting increase in contacts by 100% during pandemic. 3) Physical Facilities -- students and staff need to feel comfortable in the facilities. While we have been in school the entire year, clean air is a major concern for staff and parents. This also creates a emotional impact of students, some are scared to be in the buildings.

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

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

The remaining ESSER I money will be used for summer school 2021. The goal is to catch students up due to learning loss during the pandemic and support academic instruction with a well designed and managed curriculum.

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public 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 #365 will utilize ESSER II funds in four different categories:

- 1) Learning Loss a) INSTRUCTIONAL: Funds will be spent on summer school for K-12 students that are in need. Note: this may include activities (field trips, etc.) as part part of the summer program. We will also utilize the funds for after-school tutoring once school resumes for the 2021-2022 school year. To further eliminate learning loss, the district will focus on curriculum enhancements designed to eliminate instructional gaps. b) SOCIAL EMOTIONAL: we plan to work with faith-based (local churches) to offer a family engagement/mentoring program for students tied to the community. Furthermore, the district will hire an individual to support social emotional learning activities, support counselors, and develop and/or implement some type of social emotional strategy or curriculum. Finally, we will provide more resources for credit recovery and individual academic help. To support these initiatives, the district will provide services (as needed) transportation, food service, and/or supplies for these programs.
- 2) Technology: The school district will provide more training for electronic communications including Google Classroom, etc. We also plan to purchase additional hardware and programming to enhance the delivery of instruction that can be utilized in a remote environment. Furthermore, the district plans to purchase Exact Path (progress monitoring tool) and SEL programming to help students become more academically/socially successful.
- 3) Air Quality: The district plans to purchase and install air purification systems in the HVAC systems to help eliminate airborne viruses.
- 4) Facility Improvements: The district is developing plans to change the focus of the Junior/High School library. The idea is to develop (remodel) an area within the library that will house a relaxation area (similar to a Starbucks), where students and staff can go to just relax (read, unwind,...) for a few minutes during the day.

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

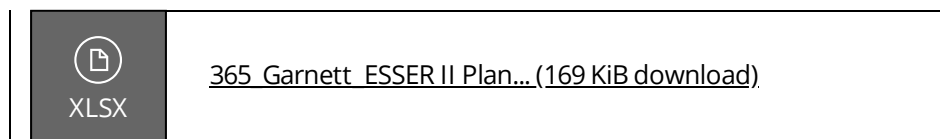
Our goal is to offset learning loss that may have occurred during the pandemic. We will use testing data, such as MAP testing or local generated testing to determine gains. Our goal would be to see overall gains during the funding allocation, especially in students affected the most by the pandemic (socially and academically). We will also survey the teachers about their skills and comfort with upgraded technologies, such as Google Classroom, etc. For social emotional impacts, the district will utilize surveys, local reports from staff, or observations to determine impact. We will monitor the impact of a relaxation area in the library and how students and staff feel about the effects of such a forward thinking concept. Finally, we will work with our construction manager to compare current air quality samplings to post air-quality samplings, to determine the impacts of clean air within the building (plasma-ionizer system, etc.).

Notes on ESSER II application Excel template:

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

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

Date | 04/19/2021

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

USD	District Name	Data as of
365	Garnett	May 4, 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
365-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic (including instructional and field experiences).	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Applicant reports as follows for further description of summer school. The summer school will be conducted in each attendance center. The principals have sent out letters of invitation to appropriate parents. There will be approximately 10 certified staff members and approximately 6 paras. This number could change pending number of students. The expected enrollment in the summer program, to date is approximately 120. The program will be split into sessions. All schools will be running two sessions (June or July and August). The session will be for approximately two weeks each. Secondary students may vary with need.
365-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-003	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-004	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	USD 365 will provide summer school for K-12 students to offer the opportunity to eliminate learning loss due to the pandemic	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.

365-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue progress from learning loss that may have occurred during the pandemic	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Per Applicant, the tutoring program will be an after school program (and possibly prior to school for secondary students). The program will focus on assisting students with additional academic needs which may have need lost during the pandemic. The student (s) will have the opportunity to participate in grades Kindergarten through twelfth grade. Certified teacher will be employed on an hourly basis to offer tutoring sessions, but may also include para-educator support if necessary.
365-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 900	\$ 900	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-007	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-008	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-009	Eligible	Direct Allocation	Instruction	Worker's Compensation	11B. Planning and implementing supplemental after-school programs	USD 365 will offer after school tutoring to students in an effort to continue to progress from learning loss that may have occurred during the pandemic	\$ 20	\$ 20	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-010	Eligible	Direct Allocation	Support Services (Students)	OTHER PURCHASED SERVICES	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and	USD 365 will coordinate (contract) with a local church (faith-based) group or service center to offer mentoring for students and staff who need social emotional care, especially those who don't have the mean to enjoy life experiences due to then pandemic. The provider will develop locally organized program or something like (JAGS, etc.)	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. The services offered by the faith based organization will be for mentoring and will be non-ideological, secular, and neutral.

365-1-011	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic. This includes an instructional coach supplemental	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-013	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 500	\$ 500	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-014	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	USD 365 will work with licensed staff to develop curriculum alignment to eliminate potential learning gaps in instruction that could have occurred during the pandemic.	\$ 150	\$ 150	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-015	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 57,000	\$ 57,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Per the narrative: "...a continued area of concern is the social emotional aspect of the pandemic: such as, anxiety of being at school during the pandemic..."
365-1-016	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 9,500	\$ 9,500	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-017	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-018	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 500	\$ 500	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.

365-1-019	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 250	\$ 250	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-020	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	USD 365 will hire a licensed staff member to coordinate/offer social emotional and mental health support to K-12 students.	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-021	Eligible	Direct Allocation	Support Services (Instructional Staff)	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 365 will enhance there technology equipment in order to prepare and maintain effective options for the offering of instructional delivery during the pandemic. Virtual Desktop Infrastructure (VDI) will enable our district to leverage compute power in a more cost-effective and accessible manner by transitioning from multiple desktop labs to a virtual application on their school issued laptops, whether on campus or home.	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Per applicant, "(i)n order to better accommodate students use of technology. The VDI will enhance the present computer system to allow more powerful computing in the virtual world. Many times our computers can become bogged down due to the lack of processing power. This will be especially important when dealing with remote learning needs caused by 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.
365-1-022	Eligible	Direct Allocation	Support Services (Instructional Staff)	Instructional Programs Improvement Services	5. Procedures and systems to improve LEA preparedness and response efforts	USD 365 will train staff on interactive technological device in order to prepare and/or maintain effective options for the offering of multiple instructional delivery methods during the pandemic.	\$ 5,700	\$ 5,700	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-023	Eligible	Direct Allocation	Instruction	Testing Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	USD 365 will use Exact Path (Progress Monitoring) to monitor student growth in order to track progress related to learning loss due to the pandemic.	\$ 13,750	\$ 13,750	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.

365-1-024	Eligible	Direct Allocation	FACILITIES ACQUISITION AND CONSTRUCTION SERVICES	Other Construction Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 365 will install plasma ionizer technology in all instructional facilities operated by USD 365 in an effort to slow(stop) the spread of COVID (viruses).	\$ 280,000	\$ 280,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Per applicant, will be installed in all student occupied buildings, 4 main buildings and 1 alternative building.
365-1-025	Eligible	Direct Allocation	Architecture and Engineering	Other Construction Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 365 will engineer, test, and design an effective air quality system to control the spread or stop the spread of virus within USD 365 instructional facilities operated by USD 365.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-026	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD #365 will upgrade student computers in order to upgrade device to meet the needs of students as they incorporate in-class and on-line learning. This will be beneficial in enhancing students ability to learn and eliminate loss due to covid and/or outdated technology.	\$ 44,482	\$ 44,482	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. 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.
365-1-027	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 27,000	\$ 27,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-028	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 9,500	\$ 9,500	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-029	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.

365-1-030	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 400	\$ 400	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-031	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	USD 365 will employ a part-time teacher or para-educator to support credit recovery/help room and post-secondary opportunities at Anderson County Junior Senior High School.	\$ 100	\$ 100	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-032	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	USD 365 is concerned that the pandemic has increased the number of students that are at-risk of not graduating. An approximate increase of 5 to 10 drop-out could occur if not supported by credit recovery and other instructional assistance. This software will help with credit recovery or virtual instruction.	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Per applicant, Exact Path is the platform used to progress monitor student achievement. This is a platformed identified by many teachers as a tool to help better evaluate learners especially those who may have experienced learning loss during the pandemic. Also, per the narrative, "(f)urthermore, the district plans to purchase Exact Path (progress monitoring tool) and SEL programming to help students become more academically/socially successful."
365-1-033	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional development will be provided to support staff as we recover from the pandemic. This will be in the form of emotional support for staff and instructional support for students.	\$ 4,300	\$ 4,300	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.

365-1-034	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Applicant reports as follows for further description of summer school. The summer school will be conducted in each attendance center. The principals have sent out letters of invitation to appropriate parents. There will be approximately 10 certified staff members and approximately 6 paras. This number could change pending number of students. The expected enrollment in the summer program, to date is approximately 120. The program will be split into sessions. All schools will be running two sessions (June or July and August). The session will be for approximately two weeks each. Secondary students may vary with need.
365-1-035	Eligible	Direct Allocation	Student Transportation Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 700	\$ 700	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-036	Eligible	Direct Allocation	Student Transportation Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 50	\$ 50	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II.
365-1-037	Eligible	Direct Allocation	Student Transportation Services	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	USD #365 will provide transportation services for students attend field trip as part of their summer school experience. USD #365 feels cultural experiences are a part of the overall learning process, especially since many families couldn't take trips during the pandemic.	\$ 30	\$ 30	\$ -	\$ -	\$ -	33	Per applicant, account number edited to 33, and account name edited to ESSER II. Budgeted expenditure amended from \$30.13 to \$30.00 per applicant's direction.

Kansas CommonApp (2020)

1113-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



oNpGvJXE

379_Clay Center_ESSER II Plan_0413

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 379 Clay County

Applicant / Mailing Address

| PO Box 97, Clay Center, KS 67432

Applicant / First and Last Name of Owner, CEO, or Executive Director | Brett Nelson, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director | brettnelson@usd379.org

Applicant / Phone Number | (785) 632-3176

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 379 Clay Center

District Number | 379

Mailing Address | Street Address | PO Box 97

Mailing Address City	Clay Center
Mailing Address Zip Code	67432
Authorized Representative of the District Name	Andrea Gibson
Authorized Representative of the District Position or Title	Business Manager
Authorized Representative of the District Email Address	businessmanager@usd379.org
Authorized Representative of the District Phone Number	+17856323176
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	brettnelson@usd379.org
Other District Representative 2 Email Address	jaclynpfizenmaier@usd379.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 most recent data from the January 2021 KCTC survey reports the following: 46% of our high school students felt sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities. Up from 43% in January 2020. 43.2% of our high school students have seriously thought about killing themselves. Up from 37.8% in January 2020. Of the 18 details under the suicide thoughts, we have 11 of them over the stage average. With regard to making a plan about how you would kill yourself, 28.4% of our high school students indicated yes. Up from 25.2% in the previous year.

Our risk factors indicate an increase in participation from 2020 to 2021: low commitment to school, academic failure, favorable attitudes to antisocial behavior, parent favorable attitude to antisocial behavior, favorable attitudes to drugs, perceived availability of drugs, and peer drug use.

From August 2020 to April 1st, 2021 our students have a total of 3,341 days in quarantine (either because they were positive or they were a close contact).

Failing students at the middle school level is up from 1% to 7% comparing 19-20 to 20-21 school year. Our high schools are up from 10% to 17%.

Up to 37% learning loss was demonstrated when comparing literacy/reading screening data from January 2020 to September 2020. Up to 20% learning loss was demonstrated when comparing math screening data from January 2020 to September 2020.

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.

Address Needs of Special Population:

- Implement equity services/plans for our students & their post-secondary plans and/or earning a certificate. Many students fell behind as a result of the school closure & required quarantines. Specifically, our free & reduced lunch students.
- Provide post-secondary support for students to visit for certifications & post-secondary plans. Additional support & management of student IPS implementation.

Additional Learning Opportunities:

- Elementary, Middle & High school summer programming opportunities. The elementary budget is written for 200 students. Depending on enrollment, could be less or more. All students in grades Pre-k-5 will be able to attend a 6 week full day summer program focusing on learning loss and SEL skills. Secondary students will have multi week opportunities to work on credit recovery with certified core teachers.
- Extended day learning opportunities for secondary students.
- Preparation support for testing, such as ACT.

Mental Health Support:

- Social Emotional Professional Development for our staff and students. We would work on our year one plan with a specific resource & pay for it now in order to begin scheduling dates throughout the 21-22 school year.
- SEL curriculum for students.

Addressing Learning Loss:

- Planning time for high school staff to review credit recovery & certifications, and post-secondary support.
- Student Diagnostic Tool for social emotional and academic learning needs.
- Purchase of Tier II/III curriculum for reading and math interventions, as well as professional development to support implementation.

Educational Technology:

- Student learning management system.
- Student online curriculum support.

Sanitation Supplies:

- PPE and sanitation order to fully stock anticipated needs for the 21-22 school year and summer programming.

Facility Improvements:

- Plexiglass Dividers in areas where students can not be 6 feet apart
- Water bottle filling stations to replace all water fountains in our buildings.

Air Quality:

- Installation of needlepoint bipolar ionization systems on every air handling unit district wide

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

Kansas Communities that Care Data.

Aims Web data

Attendance

Failing grades

Behavior Referrals

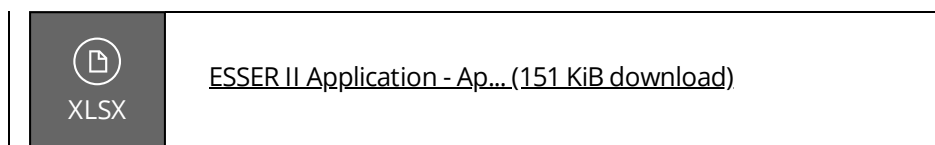
State Assessment Scores

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.



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 | Andrea Gibson

Date | 04/15/2021

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

USD	District Name	Data as of
379	Clay Center	May 4, 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
379-1-001	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chrombooks for Remote Learning	\$ 21,000	\$ 21,000	\$ -	\$ -	\$ -	91 E 1000 700 0000 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential futureremote learning needs.
379-1-002	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CIPA Filter Increase during COVID	\$ 7,500	\$ 7,500	\$ -	\$ -	\$ -	91 E 1000 530 0000 000	
379-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	COVID Substitues	\$ 10,526	\$ 10,526	\$ -	\$ -	\$ -	91 E 1000 110 0000 007	
379-1-004	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	COVID Substitues Social Security	\$ 1,106	\$ 1,106	\$ -	\$ -	\$ -	91 E 1000 220 0000 007	
379-1-005	Eligible	Direct Allocation	Instruction	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	COVID Substitues Other Employee Benefits	\$ 54	\$ 54	\$ -	\$ -	\$ -	91 E 1000 290 0000 007	
379-1-006	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Disposable Cleaning Supplies for quick cleanup of frequently touched surfaces	\$ 600	\$ 600	\$ -	\$ -	\$ -	91 E 2600 610 0000 000	
379-1-007	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	Electrostatic Disinfecting Sprayers	\$ 5,389	\$ 5,389	\$ -	\$ -	\$ -	91 E 2600 610 0000 000	
379-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Certified Salaries	\$ 115,426	\$ 57,713	\$ 57,713	\$ -	\$ -	91 E 1000 110 0000 000	Please provide the number of staff members and students expected to be served by this expenditure; Applicant replied via email: 20 teachers, 6 weeks, 4 days per week

379-1-009	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Classified Salaries	\$ 46,946	\$ 23,473	\$ 23,473	\$ -	\$ -	91 E 1000 120 0000 000	
379-1-010	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Social Security	\$ 13,452	\$ 6,726	\$ 6,726	\$ -	\$ -	91 E 1000 220 0000 000	
379-1-011	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Other Employee Benefits	\$ 18	\$ 9	\$ 9	\$ -	\$ -	91 E 1000 290 0000 000	
379-1-012	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Instructional Supplies	\$ 60,000	\$ 30,000	\$ 30,000	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-013	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Transportation Classified Salaries	\$ 14,774	\$ 7,387	\$ 7,387	\$ -	\$ -	91 E 2710 120 0000 000	
379-1-014	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Transportation Social Security	\$ 1,224	\$ 612	\$ 612	\$ -	\$ -	91 E 2710 220 0000 000	
379-1-015	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Transportation Other Employee Benefits	\$ 2	\$ 1	\$ 1	\$ -	\$ -	91 E 2710 290 0000 000	
379-1-016	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Program Transportation Fuel	\$ 4,000	\$ 2,000	\$ 2,000	\$ -	\$ -	91 E 2710 626 0000 000	
379-1-017	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended Day Learning HS/MS Certified Salaries	\$ 31,395	\$ -	\$ 31,395	\$ -	\$ -	91 E 1000 110 0000 000	Please provide the number of staff members and students expected to be served by this expenditure Applicant replied via email: 2 times per week 4 staff members, entire school year
379-1-018	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Extended Day Learning HS/MS Social Security	\$ 2,601	\$ -	\$ 2,601	\$ -	\$ -	91 E 1000 220 0000 000	
379-1-019	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	Extended Day Learning HS/MS Other Employee Benefits	\$ 4	\$ -	\$ 4	\$ -	\$ -	91 E 1000 290 0000 000	

379-1-020	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Extended Day Learning HS/MS Instructional Supplies	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-021	Eligible	Direct Allocation	Instruction	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Hand Sanitizing Units for all Classrooms & Common Areas	\$ 17,190	\$ 17,190	\$ -	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-022	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	High School Summer Program Certified Salaries	\$ 27,702	\$ 13,851	\$ 13,851	\$ -	\$ -	91 E 1000 110 0000 000	Please provide the number of staff members and students expected to be served by this expenditure Applicant replied via email: 10 staff members, 35 students, 9 days
379-1-023	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	High School Summer Program Social Security	\$ 2,294	\$ 1,147	\$ 1,147	\$ -	\$ -	91 E 1000 220 0000 000	
379-1-024	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	High School Summer Program Other Employee Benefits	\$ 4	\$ 2	\$ 2	\$ -	\$ -	91 E 1000 290 0000 000	
379-1-025	Eligible	Direct Allocation	Instruction	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Ionization System	\$ 52,397	\$ 52,397	\$ -	\$ -	\$ -	91 E 2600 450 0000 000	Provide information how COVID-19 related; Applicant replied via email: Air filtration system, reimbursement
379-1-026	Eligible	Direct Allocation	Instruction	General Supplies and Materials	5. Procedures and systems to improve LEA preparedness and response efforts	License for Nursing COVID Virus Testing	\$ 180	\$ 180	\$ -	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-027	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Certified Salaries	\$ 16,622	\$ 8,311	\$ 8,311	\$ -	\$ -	91 E 1000 110 0000 000	Provide more information on the number of students and staff members; Applicant replied via email: 5 staff, 35 students, 2 weeks
379-1-028	Eligible	Direct Allocation	Instruction	Social Security Contributions	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Social Security	\$ 1,376	\$ 688	\$ 688	\$ -	\$ -	91 E 1000 220 0000 000	
379-1-029	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Other Employee Benefits	\$ 2	\$ 1	\$ 1	\$ -	\$ -	91 E 1000 290 0000 000	

379-1-030	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Instructional Supplies	\$ 3,000	\$ 1,500	\$ 1,500	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-031	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Transportation Classified Salaries	\$ 5,540	\$ 2,770	\$ 2,770	\$ -	\$ -	91 E 2710 120 0000 000	
379-1-032	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Transportation Social Security	\$ 458	\$ 229	\$ 229	\$ -	\$ -	91 E 2710 220 0000 000	
379-1-033	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Transportation Other Employee Benefits	\$ 2	\$ 1	\$ 1	\$ -	\$ -	91 E 2710 290 0000 000	
379-1-034	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11a. Planning and implementing summer learning or enrichment programs	Middle School Summer Program Transportation Fuel	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	91 E 2710 626 0000 000	
379-1-035	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Mobile Hotspots Service for families/staff without internet access	\$ 2,642	\$ 2,642	\$ -	\$ -	\$ -	91 E 1000 530 0000 000	Provide more information related to COVID-19; Applicant replied via email: 30 units checked out to staff and families during school closure and quarantine. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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.
379-1-036	Eligible	Direct Allocation	Instruction	General Supplies and Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Plexiglass Dividers for Classrooms	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	91 E 1000 610 0000 000	

379-1-037	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Post Secondary Success- staffing support for students to stay on track with IPS implementation- Certified Salaries	\$ 9,234	\$ -	\$ 9,234	\$ -	\$ -	91 E 1000 110 0000 000	Please explain how this is related to COVID-19; Applicant replied via email: School closure, quarantines and positive COVID cases resulted in a large percentage of students falling behind with their plans outlined in their individual plans of study (IPS). This line will be used to pay staff to work with students after school hours and collaborate with other staff to update and
379-1-038	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Post Secondary Success staffing support for students to stay on track with IPS implementation- Social Security	\$ 765	\$ -	\$ 765	\$ -	\$ -	91 E 1000 220 0000 000	
379-1-039	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Post Secondary Success staffing support for students to stay on track with IPS implementation- Other Employee Benefits	\$ 1	\$ -	\$ 1	\$ -	\$ -	91 E 1000 290 0000 000	
379-1-040	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Post Secondary Success staffing support for students to stay on track with IPS implementation- Instructional Supplies	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-041	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	Post secondary support for staff to work with students on credit recovery-Certified Salaries	\$ 10,157	\$ -	\$ 10,157	\$ -	\$ -	91 E 1000 110 0000 000	Provide additional information regarding credit recovery and COVID-19; Applicant replied via email: Due to school closure and quarantines, an abnormally large number of our students fell behind in credits

379-1-042	Eligible	Direct Allocation	Instruction	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Post secondary support for staff to work with students on credit recovery Social Security	\$ 841	\$ -	\$ 841	\$ -	\$ -	91 E 1000 220 0000 000	
379-1-043	Eligible	Direct Allocation	Instruction	Other Employee Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Post secondary support for staff to work with students on credit recovery - Other Employee Benefits	\$ 2	\$ -	\$ 2	\$ -	\$ -	91 E 1000 290 0000 000	
379-1-044	Eligible	Direct Allocation	Instruction	Staff Travel	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	Post secondary support for staff to take students on post-secondary visits and opportunities- Travel	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	91 E 1000 580 0000 000	Please provide how the travel relates to COVID-19 Applicant replied via email: Due to school closure and travel restrictions, students were not able to conduct college and technical school visits.

379-1-045	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Post secondary support work with students- supplies	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-046	Eligible	Direct Allocation	Instruction	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE Supplies & Equipment for staff and students	\$ 20,043	\$ 13,715	\$ 6,328	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-047	Eligible	Direct Allocation	Instruction	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Secondary Equity Initiative- Financial assistance to support certifications and dual credit course work to those in need to help progress and catch students up with peers and financially support needs of our special populations.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	91 E 1000 610 0000 000	Please provide how Financial assistance is related to COVID-19 Applicant replied via email: Many of our most economically disadvantaged students and their families were financially impacted by the pandemic and continue to be. We are developing an application process for students to apply for financial support to cover the cost of certificates and other post secondary opportunities
379-1-048	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	10. Providing mental health services and supports	Staff Professional Dev for social and emotional learning and supports - Purchased Services	\$ 30,000	\$ 20,000	\$ 10,000	\$ -	\$ -	91 E 1000 300 0000 000	
379-1-049	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Additional supplies for Staff Professional Dev for social and emotional learning and supports	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-050	Eligible	Direct Allocation	Instruction	General Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Student Diagnostic Platform for SEL student surveys and data collection of attendance and academics for a combined dashboard to identify and support at risk students	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	91 E 1000 610 0000 000	

379-1-051	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student Learning Curriculum System- Edgenuity for online curriculum support	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	91 E 1000 610 0000 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential futureremote learning needs.
379-1-052	Eligible	Direct Allocation	Instruction	General Supplies and Materials	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Student Learning Management System- Schoology- utilized for learning system that allows for students/parents to receive assignments and activities online	\$ 14,000	\$ 14,000	\$ -	\$ -	\$ -	91 E 1000 610 0000 000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential futureremote learning needs.
379-1-053	Eligible	Direct Allocation	Instruction	General Supplies and Materials	10. Providing mental health services and supports	Student SEL Curriculum to support the needs of our students	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-054	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Testing prep for ACT/SAT for post-secondary plans, and other such certifications such as CNA, CDL, etc. for Jr & Sr Certified Salaries	\$ 3,693	\$ -	\$ 3,693	\$ -	\$ -	91 E 1000 110 0000 000	
379-1-055	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Test prep for ACT/SAT for post-secondary plans, and other such certifications such as CNA, CDL, etc. for Jr & Sr Social Security	\$ 306	\$ -	\$ 306	\$ -	\$ -	91 E 1000 220 0000 000	
379-1-056	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	Test prep for for ACT/SAT for post-secondary plans, and other such certifications such as CNA, CDL, etc. Jr & Sr Other Employee Benefits	\$ 1	\$ -	\$ 1	\$ -	\$ -	91 E 1000 290 0000 000	
379-1-057	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	Test prep for for ACT/SAT for post-secondary plans, and other such certifications such as CNA, CDL, etc. Jr & Sr Supplies	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	91 E 1000 610 0000 000	
379-1-058	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Tier II & Tier III Curriculum for reading and math/Professional Development Certified Salaries	\$ 8,309	\$ 1,846	\$ 6,463	\$ -	\$ -	91 E 1000 110 0000 000	

379-1-059	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations.	Tier II & Tier III Curriculum for reading and math/Professional Development Social Security	\$ 689	\$ 153	\$ 536	\$ -	\$ -	91 E 1000 220 0000 000
379-1-060	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations.	Tier II & Tier III Curriculum for reading and math/Professional Development Other Employee Benefits	\$ 2	\$ 1	\$ 1	\$ -	\$ -	91 E 1000 290 0000 000
379-1-061	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations.	Tier II & Tier III Curriculum for reading and math- Purchased Services	\$ 36,000	\$ 8,000	\$ 28,000	\$ -	\$ -	91 E 1000 300 0000 000
379-1-062	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	General Supplies and Materials	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Water Bottle Filling Stations to replace all drinking fountains	\$ 21,432	\$ 21,432	\$ -	\$ -	\$ -	91 E 2600 610 0000 000

Kansas CommonApp (2020)

1517-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KdQbQqOL

388_Ellis_ESSER II Plan_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 | USD 388

Applicant / Mailing Address

1011 Washington St.
PO Box 256
Ellis, KS 67637

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

Applicant / Email Address of Owner, CEO, or Executive Director | cburton@usd388.com

Applicant / Phone Number | 17857264281

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) | 48-0726135

Applicant / Website Address (if applicable) | <http://www.usd388.k12.ks.us/>

Application details

Full District Name	Ellis USD 388
District Number	388
Mailing Address Street Address	1011 Washington St
Mailing Address City	Ellis
Mailing Address Zip Code	67637
Authorized Representative of the District Name	Corey Burton
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	cburton@usd388.com
Authorized Representative of the District Phone Number	+17857264281
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	cwaldschmidt@usd388.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.

When the pandemic started in March of 2020 and schools moved to remote learning, students, parents, staff and others were scrambling to finish the school year. Our district did see some academic loss because some students struggled to learn remotely during this time. Our grade school AIMS Web math scores indicated an overall decline in math skills. Our mean scores for each of our classes fell in both the fall and winter assessments in all grades except one. At the junior and senior high school level, we have seen larger groups of students falling behind and failing classes. Many of these students were quarantined and fell behind while being required to do remote learning. We have seen an increase in social-emotional needs throughout our district during this school year. Stress is a reality for many. We employ two full time counselors in our small district to help focus on these student and family needs. Depression and anxiety have increased for many of our students and so our focus will remain there. We have seen an effect on those students' academics decreasing and therefore we will need to keep classroom loads small to allow for small group activities as well as one-on-one work. As a small school district all of our students, including special education students, have been impacted and we are addressing those needs as well. We are looking to update out HVAC system at the grade school to allow for fresh air to be mechanically brought into the building.

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

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

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

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

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

The district will be using ESSER II funds to purchase updated math curriculum at the grade school to help address student's learning loss as indicated in our AIMS Web scores. This curriculum purchase will include additional staff training and access to online materials to assist staff in reaching students who face future quarantines. The online materials will also serve as a classroom resource to help students build skills and fill learning gaps. We will be using ESSER II funds to help keep class sizes small at the grade school level to allow for more one-on-one instruction and continued social distancing within the classrooms. As a district, our student population has been dropping. Based on school guidelines of splitting classes over 29 students, we should NOT be splitting some of our elementary classes. With these funds we could split classes of 23, 24, and 26. At this time, it is in the student's best interest if we continue to split these classes next year. If funds allow, in the following years we may use a portion of our ESSER II funds to improve the fresh air make-up at our grade school.

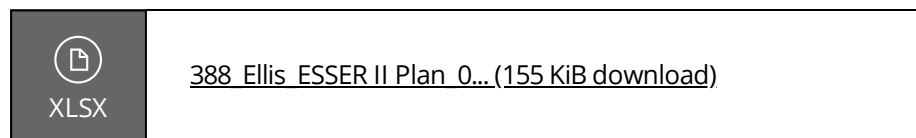
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to monitor our local assessments, AIMS Web results, Star results, and state assessments in our elementary building, and more specifically, the grade levels where we were able to keep two sections instead of dropping to one. This will allow us to track the progress of our students to see gains. We will continue to monitor local assessments, AIMS web, state assessments, and our graduation rate at our jr/sr high school to track program progress. We will continue to monitor student and staff social emotional health through surveys and 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 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

| Corey Burton

Date

| 04/23/2021

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

USD	District Name	Data as of
388	Ellis	May 4, 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
388-1-001	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We are purchasing a new K-6 math curriculum (Houghton Mifflin Harcourt, Into Math K-6 with Waggle) to help us address learning loss that occurred over the past year. Our AimsWeb 2nd-6th grade mean class scores dropped in all grade levels but third grade in both the Fall and Winter assessments. This purchase includes online access to assist students who may need to be in remote learning, supplemental online learning that helps individual students improve their math skills, and professional development coaching sessions for staff.	\$ 55,152	\$ 55,152	\$ -	\$ -	\$ -	55	
388-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We will be using ESSER II funds to help keep class sizes small at the grade school level to allow for more one-on-one instruction and continued social distancing within the classrooms. With the learning loss in math and social & emotional challenges students have faced this past year, we believe it is in our best interest to keep class sizes small. As a district, our overall student population has been dropping. Based on school guidelines of splitting classes over 29 students, we should NOT be splitting many of our elementary classes. With these funds we could split classes of 23, 24, and 26. We are requesting funds to support the teacher's salary in one of these three class splits. The district will cover the other two.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	7	

Kansas CommonApp (2020)

1077-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qRjzRRWq

405_Lyons_ESSER II Plan_0325

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 405 - Lyons

Applicant / Mailing Address

| 800 S Workman
| Lyons, KS 67554

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

Applicant / Email Address of Owner, CEO, or Executive Director | bday@usd405.com

Applicant / Phone Number | 6202575196

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) | 48-0726024

Applicant / Website Address (if applicable) | USD405.com

Applicant / Mission Statement (if applicable)

Unified School District 405 will be accountable for providing a balanced quality education in a positive environment where each student will develop into a self-reliant, life-long learner, with the ability to meet society's challenges.

Application details

Full District Name	Lyons
District Number	405
Mailing Address Street Address	800 S Workman
Mailing Address City	Lyons
Mailing Address Zip Code	67554
Authorized Representative of the District Name	Bill Day
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bday@usd405.com
Authorized Representative of the District Phone Number	+16206801498
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jgoforth@usd405.com
Other District Representative 2 Email Address	dstrubhar@usd405.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 created the need for many unplanned expenditures including personal protective equipment, cleaning supplies and equipment, hygiene supplies, touchless faucets and fountains, extra bus routes, Internet access hot-spots for students, and full-time substitute teachers and a full-time substitute custodian, among other expenditures. The learning loss data for Lyons students is very similar to data from across the country. Although we were remote during the final quarter of 2020 and on-site for nearly all of 2020-21, the disruptions of the Spring shutdown, and Fall and Winter quarantines caused much disruption in the normal ebb and flow of teaching and learning. District-wide our reading learning loss was approximately 5% and the math learning loss was approximately 10%. The impact on our special populations was varied, but in general 2-3% lower than their non-identified peers. However, where 72% of our students qualify for free (469 students) or reduced (68 students) lunches, 45% are racial minority (333 students), 20% are ESL (150 students), and 23% are SPED (169 students), the percent of our students in a special population is 90% (665 unduplicated 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

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 amount left in ESSER I funding is for window replacement at the learning center. The ESSER I SPED funding will be used on FFCRA wages paid to staff quarantined as well as computer equipment to assist with remote teaching.

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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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 put together an ad-hoc committee of special education and regular education teachers, paras, classified staff, administrators, department heads, parents, and a board member to review the district's ESSER I expenditures and remaining COVID-related needs. The committee developed a priority-ordered list of recommendations for the USD 405 Board of Education to consider. The ordered list included after-school and summer school programming, remote- or hybrid-accessible curriculum, additional health and hygiene equipment, air quality issues, home-based supplies for our PAT program, additional support for our Migrant summer program, remotely available ESL language acquisition software, hot-spots for Internet access for students, substitute teacher and substitute custodian wages, FFCRA wages, mental health support for staff and students, social-emotional learning curriculum and professional development, a nurse assistant, cleaning and sanitizing the district-owned band instruments, hiring an additional teacher to help address learning loss, and air scrubbers or other type of air quality improvement devices. Other needs for which adequate funding does not exist through our regular budget or through ESSER I or ESSER II include additional air quality improvements, such as replacing non-opening windows, replacing ventilation fans, air exchanger improvements, replacing inadequate cleaning equipment, replacing carpet, adding a full-time reading recovery teacher at the elementary level, sanitizing and cleaning of district-owned band instruments, and adding cleaning and hygiene chemicals storage cabinets.

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

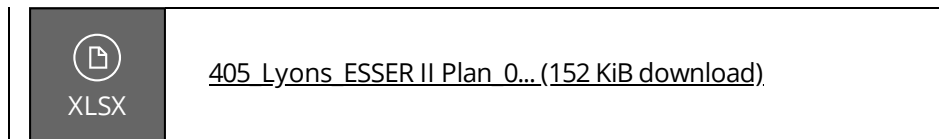
The greatest impact will be seen in improved assessment scores by recovering a portion of the learning loss through Internet accessible curriculum, after-school programs, and summer programs. Additionally, having a clean and safe environment as well as mental health supports will create a physically and mentally healthier student body and staff with better results in multiple domains.

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

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

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

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 | Bill Day

Date | 04/16/2021

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

USD	District Name	Data as of
405	Lyons	May 4, 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	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	An additional floor scrubber will allow us to clean and disinfect a much larger area more often	\$ 17,500	\$ 17,500	\$ -	\$ -	\$ -	07E260073 90000261	Scrubber is used with disinfecting products to disinfect floors. Vacuum was removed (Phone Call 4/28/2021). Total allocation moved to FY21 to pay for disinfecting floor scrubber (Phone call, 5/4/2021).
405-1-002	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	installation of bottle filler stations to replace water fountains	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	07E260073 90000261	
405-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	certified salaries for after school program	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	07E100011 80000261	26 teachers After school support (Phone Call 4/23/2021)
405-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	classified salaries for after school program	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	07E100012 10000261	15 paras After school support (Phone Call 4/23/2021)
405-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	certified salaries for summer school program	\$ 40,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	07E100011 20000261	26 teachers Summer School (Phone Call 4/23/2021)
405-1-006	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	classified salaries for summer school program	\$ 40,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	07E100012 00000261	15 paras Summer school (Phone Call 4/23/2021)
405-1-007	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	\$ 86,000	\$ 44,000	\$ 22,000	\$ 10,000	\$ 10,000	07E100011 50000261	

405-1-008	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	salaries for staff who do temperature checks in mornings	\$ 15,600	\$ 7,800	\$ 3,900	\$ 1,950	\$ 1,950	07E100011 70000261
405-1-009	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	hiring an additional certified Title teacher at Park Elementary to address reading learning loss	\$ 100,000	\$ -	\$ 50,000	\$ 50,000	\$ -	07E100011 00000261
405-1-010	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	health fringe for substitute teachers/temp checkers (prorated)	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	07E100021 00000261
405-1-011	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA/FICM for summer school salaries	\$ 9,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ -	07E100022 00000261
405-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	FICA/FICM for after school salaries	\$ 6,120	\$ 1,530	\$ 1,530	\$ 1,530	\$ 1,530	07E100022 00000261
405-1-013	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA/FICM for subs and temp checkers	\$ 15,600	\$ 3,900	\$ 3,900	\$ 3,900	\$ 3,900	07E100022 00000261
405-1-014	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Unemployment for summer school	\$ 80	\$ 20	\$ 20	\$ 20	\$ 20	07E100025 00000261
405-1-015	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	Unemployment for after school programs	\$ 40	\$ 10	\$ 10	\$ 10	\$ 10	07E100025 00000261

405-1-016	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Matching retirement for temp checkers	\$ 144	\$ 36	\$ 36	\$ 36	\$ 36	07E100029 20000261	
405-1-017	Eligible	Direct Allocation	Instruction	Professional-Education Services	10. Providing mental health services and supports	Mental health services for students and staff	\$ 16,000	\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	07E100032 00000261	Never offered mental health services before, but need to address mental health concerns caused by remote/distance learning (Phone Call 4/28/2021)
405-1-018	Eligible	Direct Allocation	Instruction	Inter-educational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	software for ESL students/hot spots for students' homes	\$ 52,562	\$ 15,000	\$ 24,000	\$ -	\$ 13,562	07E100059 00000261	To maintain connectivity (Phone Call 4/23/2021). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
405-1-019	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations	math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs	\$ 100,000	\$ 50,000	\$ 50,000	\$ -	\$ -	07E100060 10000261	Addressed in Narrative (Phone Call 4/23/2021)
405-1-020	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	supplies for summer school	\$ 12,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	07E100061 00000261	
405-1-021	Eligible	Direct Allocation	Instruction	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	cleaning & sanitizing of district-owned band instruments	\$ 34,000	\$ 17,000	\$ 17,000	\$ -	\$ -	07E100061 10000261	
405-1-022	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11B. Planning and implementing supplemental after-school programs	supplies for after school program	\$ 6,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	07E100061 20000261	

405-1-023	Eligible	Direct Allocation	Instruction	PROPERTY	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	equipment, licenses, & PD for distance learning through RUS grant	\$ 17,000	\$ 17,000	\$ -	\$ -	\$ -	07E100070 00000261	ESSDACK wrote Rural Utilities Service grant from USDE, grant was matching. Grant was pushed through April 2020 to provide distance learning hardware and software to address different learning complications/loss due to remote learning from 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.
405-1-024	Eligible	Direct Allocation	Health Services	Other Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	miscellaneous nurse supplies-masks/thermometers, etc.	\$ 2,000	\$ 500	\$ 500	\$ 500	\$ 500	07E213061 90000261	
405-1-025	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	hiring additional custodian to assist with sanitizing, cleaning	\$ 25,000	\$ 5,000	\$ 20,000	\$ -	\$ -	07E260012 20000261	
405-1-026	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	health fringe for additional custodian	\$ 7,200	\$ 700	\$ 6,500	\$ -	\$ -	07E260021 00000261	
405-1-027	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA/FICM for additional custodian	\$ 1,910	\$ 380	\$ 1,530	\$ -	\$ -	07E260022 00000261	

405-1-028	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for additional custodian	\$ 25	\$ 5	\$ 20	\$ -	\$ -	07E260025 00000261	
405-1-029	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	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	indoor air quality study(FY21)/window replacement at Park Elementary(FY22) and Rice County Learning Center(FY21)	\$ 37,200	\$ 7,200	\$ 30,000	\$ -	\$ -	07E260043 00000261	
405-1-030	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA wages paid to staff who are quarantined and/or covid positive-line items vary based on individual staff	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	07E100011 60000261	
405-1-031	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Certified Staff Salaries for 3 day teacher academy to review student assessment data, set goals for addressing learning loss, create action plans to reach those goals and study new curriculum.	\$ 21,405	\$ 21,405	\$ -	\$ -	\$ -	07E100011 30000261	3 Day Teacher Academy. Line-item added per district request
405-1-032	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Certified Staff FICA/MC for 3 day teacher academy to review student assessment data, set goals for addressing learning loss, create action plans to reach those goals and study new curriculum.	\$ 2,295	\$ 2,295	\$ -	\$ -	\$ -	07E100022 00000261	3 Day Teacher Academy. Line-item added per district request
405-1-033	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Certified Staff Unemployment Insurance for 3 day teacher academy to review student assessment data, set goals for addressing learning loss, create action plans to reach those goals and study new curriculum.	\$ 300	\$ 300	\$ -	\$ -	\$ -	07E100025 00000261	3 Day Teacher Academy. Line-item added per district request

Kansas CommonApp (2020)

1057-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MPKPdwjI

Hiawatha Schools_415_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 415 Brown County/Hiawatha Schools
Applicant / Mailing Address	PO Box 398
Applicant / First and Last Name of Owner, CEO, or Executive Director	Lonnie Moser
Applicant / Email Address of Owner, CEO, or Executive Director	lmoser@usd415.org
Applicant / Phone Number	785-742-2224

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)	48-0698071
Applicant / Website Address (if applicable)	www.hiawathaschools.org

Application details

Full District Name		Unified School District No. 415 Brown County/Hiawatha Schools
District Number		415
Mailing Address Street Address		PO Box 398, 706 South 1st St.
Mailing Address City		Hiawatha
Mailing Address Zip Code		66434
Authorized Representative of the District Name		Lonnie Moser
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		lmoser@usd415.org
Authorized Representative of the District Phone Number		+17857422224
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		swindmeyer@usd415.org

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

The impacts of the pandemic can be seen in a variety of substantial ways. Student enrollment declined by 30. Some chose alternate and or home-school situations as a response to the pandemic. The loss of formalized learning within the school community will likely become evident as they return with the improving health situation. We anticipate learning gaps with those students.

Loss of Learning. 1.)School closure in the spring of 2020 and subsequent shorter closures during this school year 2)Change in school structure/operations as a result of health mitigation efforts- Our protocols for tiered support were changed in response to these efforts. We chose to prevent mixing between groups and therefore were unable to serve students fully with our intervention and progress monitoring activities. This contributed to a lack of growth and even decline in our struggling students. Our local data continues to reveal stagnation and even learning loss.

Our Fall to Winter FastBridge assessments showed overall drops in the percentage of students above the benchmark in math for eight of the nine groups completing that screener. Seven of the nine groups, when comparing a "normal" fall to the "pandemic" fall showed a negative percentage change of students above benchmark. The percentage of elementary students who scored in the high risk category also increased.

One-fourth of our high school students show flat line growth on the aMath assessment. Course failure rates at the high school were increased by nearly 30 percent. Many of those students failed more than one class.

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.

Closing out this year will exhaust our ESSER I funds. Our students demonstrate the need for academic and social-emotional support that will require additional funding outside of the funds of our budget. Funds are needed to operate a summer learning recovery center in each of our three buildings. This will range from Pre-K through Grade 12 and will be geared to at-risk students who have demonstrated the greatest negative impact from the pandemic. Funding for the summer school program will include salaries and payroll costs for staffing, transportation and food service costs, curriculum/materials/supplies, and related expenses. This program will begin in June of 2021 and run for one month.

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.

Closing out this year will exhaust our ESSER I funds. Our students demonstrate the need for academic and social-emotional support that will require additional funding outside of the funds of our budget. Funds are needed to operate a summer learning recovery center in each of our three buildings. This will range from Pre-K through Grade 12 and will be geared to at-risk students who have demonstrated the greatest negative impact from the pandemic. Funding for the summer school program will include salaries and payroll costs for staffing, transportation and food service costs, curriculum/materials/supplies, and related expenses. This program will begin in June of 2021 and run for one month.

Looking to the 2021-22 school year, we have identified several preliminary needs including, but not limited to:

Extended learning (after school programming)

Professional development needs of certified staff and student support staff

Additional support staff to enable cohesive intervention with our MTSS programming

Access to instructional coaching

Memberships to consortiums as a resource for our teachers and staff as they work to address the unique needs of a variety of students impacted by the pandemic

More certified staff to address literacy and math

Additional district social worker

Assessment tools to identify student growth in math, literacy, and social-emotional health.

Curricular resources for math, literacy and social-emotional intervention

Academic and positive supports to ensure students earn their HS diploma- We will offer a J.A.G. program in our high school.

Mentoring programming(Teammates).

Resource Room replacement- Due to the pandemic, our elementary school lost a valuable resource room. The "Amygdala Room" was an effective resource for students who were dysregulated. It was staffed by an experienced social-emotional staff member. The room had to be repurposed for use with students showing symptoms of COVID-19 and needing isolation.

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 415 will frequently measure our impact in the following ways;

Formative and Summative local data (screener, progress monitoring for academic and social-emotional learning, climate perception data)

Attendance Rates

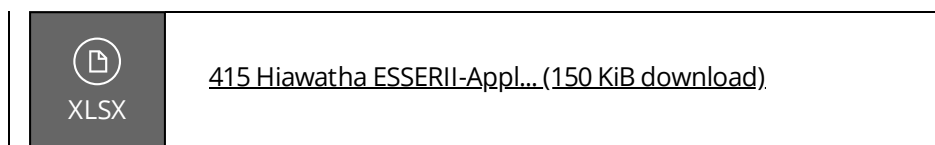
Progress towards graduation and Graduation Rates

State Assessments

Notes on ESSER II application Excel template:

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

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 | Lonnie Moser

Date | 04/29/2021

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

USD	District Name	Data as of
415	Hiawatha	May 4, 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
415-1-001	Eligible	Direct Allocation	Support Services (Instructional Staff)	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	Professional Development activities- Teachers, Administrators, Designated Classified staff, school board-- Professional Development looked very different this year and was mostly related to delivery of services and health mitigation. As we identify resulting learning gaps and plan for addressing them, professional development will be more targeted to student learning-especially for our most needy students.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	92-1-2200-330-01	
415-1-002	Eligible	Direct Allocation	Support Services (Students)	Testing Supplies and Materials	5. Procedures and systems to improve LEA preparedness and response efforts	Purchase FastBridge Screener, progress monitoring tools and resources, Universal screening and progress monitoring will allow us to better identify gaps and measure growth. Will also purchase a data warehouse.	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	92-1-2100-670-01	
415-1-003	Eligible	Direct Allocation	Attendance and Social Work Services	Regular Non-Certified Salaries	10. Providing mental health services and supports	Hire additional social worker.	\$ 48,500	\$ 48,500	\$ -	\$ -	\$ -	92-1-2110-120-01	COVID relation demonstrated in narrative
415-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hire additional paras for intervention, contract for instructional coaching for teachers. Hire Math Interventionist for our middle school.	\$ 43,100	\$ 43,100	\$ -	\$ -	\$ -	92-1-1000-120-01	COVID relation demonstrated in narrative
415-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning.Anticipated student numbers;90 in elementary, 50 in middle school, and 35 in High School.	\$ 37,000	\$ 37,000	\$ -	\$ -	\$ -	92-1-1000-110-01	

415-1-006	Eligible	Direct Allocation	Food Service Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers; 90 in elementary, 50 in middle school, and 35 in High School.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	92-1-3100-120-01	
415-1-007	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers; 90 in elementary, 50 in middle school, and 35 in High School.	\$ 2,700	\$ 2,700	\$ -	\$ -	\$ -	92-1-2710-120-01	
415-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers; 90 in elementary, 50 in middle school, and 35 in High School.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	92-1-1000-610-01	
415-1-009	Eligible	Direct Allocation	Instruction	Workbooks	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers; 90 in elementary, 50 in middle school, and 35 in High School.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	92-1-1000-645-01	

415-1-010	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers; 90 in elementary, 50 in middle school, and 35 in High School.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	92-1-2130-120-01	
415-1-011	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Initial PreK-12 summer program- This represents a new venture in USD 415. The purpose is to assist in closing gaps created/worsened by the pandemic. Programming will address literacy, math, and social-emotional learning. Anticipated student numbers; 90 in elementary, 50 in middle school, and 35 in High School.	\$ 9,300	\$ 9,300	\$ -	\$ -	\$ -	92-1-1000-120-01	
415-1-012	Eligible	Direct Allocation	Support Services (Instructional Staff)	Professional Employee Training and Development Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and	Purchase "Capturing Kids' Hearts" related training - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	92-1-2200-330-01	COVID relation demonstrated in narrative
415-1-013	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and	Purchase "Capturing Kids' Hearts" expenses for program - Program focuses on building relationships, culture in the classroom and school. We plan to start the build toward full implementation this fall.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	92-1-2100-610-01	COVID relation demonstrated in narrative

415-1-014	Eligible	Direct Allocation	Support Services (Students)	Student Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and	Hiawatha High School will provide J.A.G.-K programming for our students as a means to provide positive support and resources to better ensure graduation and post-secondary success. Hiawatha Middle School will purchase membership for Teammates mentoring programming. We recognize the need many of our adolescents have for a strong, positive adult mentor.	\$ 18,500	\$ 18,500	\$ -	\$ -	\$ -	92-1-2100-323-01	COVID relation demonstrated in narrative
415-1-015	Eligible	Direct Allocation	FACILITIES ACQUISITION AND CONSTRUCTION SERVICES	Buildings (Existing Buildings)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Resource Room replacement- Hiawatha Elementary school lost the resource room created to aid students who are disregulated due to the need to space ill children needing isolation. The "Amygdala" room was a valuable SEL support that was lost due to COVID issues. Plan is to re-purpose/remodel another area for this room.	\$ 42,775	\$ 42,775	\$ -	\$ -	\$ -	92-1-4000-720-01	
415-1-016	Eligible	Direct Allocation	Support Services (Instructional Staff)	Professional Employee Training and Development Services	5. Procedures and systems to improve LEA preparedness and response efforts	Support for teachers and school leaders as we identify loss/needs associated with the pandemic and develop responses. Assistance to guide programming for E.L.L., budget preparation, social-emotional support programming.	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	92-1-2200-330-01	
415-1-017	Eligible	Direct Allocation	Instruction	Professional-Education Services	12. Addressing learning loss among students, including vulnerable populations	Edgenity will be used to assist high school students needing to recover credit lost during the pandemic and improve the likelihood of their timely graduation. Seesaw Learning and Google Classroom allow for uninterrupted instruction when/if students are unable to attend school.	\$ 27,750	\$ 27,750	\$ -	\$ -	\$ -	92-1-1000-320-01	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

Kansas CommonApp (2020)

1228-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jWMovgLa

419_Canton-Galva_ESSER II Plan_0401

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Canton-Galva

Applicant / Mailing Address

| 109 S. Main
| Canton, Kansas 67428

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

Applicant / Email Address of Owner, CEO, or Executive Director | andersonw@usd419.org

Applicant / Phone Number | 620-628-4901

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

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

Fiscal Agent / Name (if applicable) | Cheryl Boesker

Fiscal Agent / Email (if applicable) | boeskerc@usd419.org

Fiscal Agent / Mailing Address (if applicable)

| 109 S. Main
| Canton, Kansas 67428

Application details

Full District Name		Canton-Galva
District Number		419
Mailing Address Street Address		P.O. Box 317
Mailing Address City		Canton
Mailing Address Zip Code		67428
Authorized Representative of the District Name		William Anderson
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		andersonw@usd419.org
Authorized Representative of the District Phone Number		+16206284901
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		cgclerk@usd419.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 effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Students receiving Fs this year is up about 25% from last year at the jr./sr. high school. District-wide Maps testing scores are showing negative growth as well. At the jr./sr. high school, we have five at-risk students who are remote, all have had trouble keeping up with schoolwork and attaining passing grades. We had five students enroll in online classes due to the anxiety of coming to school.

We have seen a definite increase in apathy, stress, and anxiety during COVID. Our student advocate at the elementary indicated that 30 students are in individual counseling, and five recent additions were due to anxiety or motivational issues. The stress is not only taking a toll on our students, but our staff as well. Multiple staff members have stated that when they go home, they have very little energy or motivation. It has been reported that preparing lessons for remote students takes an additional 45 – 50 minutes per day, in addition to preparing for their in-person students.

Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students.

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

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

We only have ESSER I SPED funding available. We are waiting for direction from our SPED cooperative. Once they have a need/plan for those dollars, they will have us draw down the remaining funds.

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

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

Canton-Galva USD 419 currently has plans to provide summer tutoring services, summer school for both elementary and jr./sr high students, and K-12 summer counseling services. ESSER II allocations would be used to provide these services for our students. Expenses associated with these services include salaries for teachers, administrators, counselors, aides, custodians, and bus drivers. Any teaching supplies and/or equipment needed would also be purchased using the funds. Fund would also be used to hire an at-risk facilitator during the school year. This person would facilitate credit recovery courses, after-school programs, and Edgenuity courses.

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

Pre and post testing would be used to measure the impact of summer school. During the school year we would also look at testing scores such as Maps, Aimsweb, etc. and monitor the number of students needing credit recovery classes. The number of students requesting counseling services would also be an indicator of the 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.



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 | William Anderson

Date | 04/16/2021

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

USD	District Name	Data as of
419	Canton-Galva	May 4, 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
419-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay teacher salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 33,000	\$ 15,000	\$ 18,000	\$ -	\$ -	07-1000-110-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.

419-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay aid salaries for summer school to help kids "catch-up" to or maintain grade level expectations Also an At-Risk Facilitator.	\$ 51,000	\$ 25,000	\$ 26,000	\$ -	\$ -	07-1000-120-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
419-1-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Pay social security contributions towards instructional summer school salaries.	\$ 6,500	\$ 3,100	\$ 3,400	\$ -	\$ -	07-1000-220-150	

419-1-004	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay counselor salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 2,300	\$ 1,100	\$ 1,200	\$ -	\$ -	07-2100-110-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
419-1-005	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Pay social security contributions towards counselors summer school salaries.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	07-2100-220-150	

419-1-006	Eligible	Direct Allocation	Support Services (School Administration)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay administrative salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 4,300	\$ 2,100	\$ 2,200	\$ -	\$ -	07-2400-110-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
419-1-007	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay secretaries salaries for summer school to help kids "catch-up" to or maintain grade level expectations.	\$ 1,000	\$ 500	\$ 500	\$ -	\$ -	07-2400-120-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.

419-1-008	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social security contributions towards administrative summer school salaries.	\$ 400	\$ 200	\$ 200	\$ -	\$ -	07-2400-220-150	
419-1-009	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Pay custodian salaries for cleaning at buildings used for summer school.	\$ 2,500	\$ 1,200	\$ 1,300	\$ -	\$ -	07-2600-120-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
419-1-010	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Pay social security contributions towards custodians summer school salaries.	\$ 200	\$ 100	\$ 100	\$ -	\$ -	07-2600-220-150	

419-1-011	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for bus drivers to pick up and drop off kids for summer school.	\$ 6,600	\$ 3,200	\$ 3,400	\$ -	\$ -	07-2710-120-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer.
419-1-012	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social security contributions towards bus drivers summer school salaries.	\$ 100	\$ 50	\$ 50	\$ -	\$ -	07-2710-220-150	

419-1-013	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Purchase supplies needed for the summer school program	\$ 6,500	\$ 3,000	\$ 3,500	\$ -	\$ -	07-1000-610-150	Per narrative, The effect of remote schooling at the end of last year, number of missed days this year due to COVID illness and/or quarantine, and the stress of COVID is apparent in the number of students struggling to maintain passing grades. Moving forward we have plans this summer to continue counseling services for students, providing tutorial services in reading for kindergarten - 2nd grade students who are currently receiving title services, and hosting summer school sessions for elementary and jr/sr high school students. Per applicant, we will have 7 Elem. teachers for a 2 week summer school program. We are estimating approximately 45 students. At the jr./sr. high school level, we are looking at a credit recovery program using 2 teachers. The program will run for three weeks and the number of students is yet to be determined. We will also use the fund to pay 1 teacher for tutoring approximately 25 students throughout the summer. Further, per applicant, supplies would include individual dry erase boards, markers, headphones, calculators, colored paper, notebooks, incentives for students, general classroom
419-1-014	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase additional technology equipment such as computers, cameras, etc. to aid in distance learning.	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	07-1000-700-150	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.
419-1-015	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	Purchase items to help prevent the the spread of the virus such as water fountains with bottle fillers,	\$ 5,192	\$ 3,000	\$ 2,192	\$ -	\$ -	07-2600-700-150	

419-1-016	Eligible	Direct Allocation	Support Services (Instructional Staff)	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	3. Providing principals and other school leaders with resources to address individual school needs	Professional Development Services for Admin and Staff	\$ 3,000	\$ 1,500	\$ 1,500	\$ -	\$ -	07-2200-300-150	
419-1-017	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Online credit recovery software to help student earn credits they missed due to COVID	\$ 10,000	\$ 5,000	\$ 5,000	\$ -	\$ -	07-1000-650-150	

Kansas CommonApp (2020)

1487-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



kpAPwVyx

435_Abilene_ESSER II Plan_0416

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Abilene Schools, USD #435

Applicant / Mailing Address

213 N. Broadway
Abilene, KS 67410

Applicant / First and Last Name of Owner, CEO, or Executive Director | Greg Brown, Supt.

Applicant / Email Address of Owner, CEO, or Executive Director | gbrown@abileneschools.org

Applicant / Phone Number | 785-263-2630

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 | Abilene Pubic Schools

District Number | 435

Mailing Address | Street Address | 213 North Broadway

Mailing Address | City | Abilene

Mailing Address | Zip Code | 67410

Authorized Representative of the District | Name | Greg Brown

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | gbrown@abileneschools.org

Authorized Representative of the District | Phone Number | +17852632630

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

Other District Representative 1 | Email Address | janderson@abileneschools.org

Other District Representative 2 | Email Address | dsprinkle@abileneschools.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 FastBridge Reading data for this past fall and winter is alarming. The primary students in the district (PK-1) have been introduced to phonemic awareness and basic phonics through the interfering factor of masks. Although teachers have worked to provide video lessons to mitigate the spread of COVID-19, the loss of explicit, eyeball to eyeball instruction is apparent as this year's 1st and 2nd graders performed 15% points and 9% points below last year's 1st and 2nd graders. Overall, the elementary students are performing 10% points lower than before COVID-19. There is also a slight drop in reading at the middle school level (6-8). The high school students appear to be holding their own.

The FastBridge Math data results for the same time-frame, although not as alarming were also concerning. The primary grades performed 10% lower and the 6th-8th grades performed 7% lower. High school math performance did not present a concern as the 9-11th graders actually performed an average of 7% points better!

The FastBridge SAEBRES (Social, Academic, Emotional Behavior Risk Screener) indicates our district currently has between 15 to 25 students at each grade level who is at "some risk" in the areas of social, academic or emotional behavior. Anecdotally, the teachers and administrators are aware of several students who almost completely shut down during the eight weeks of continuous learning in the spring of 2020 as well as during the three to six weeks of remote learning (depending on the building) during the first semester of 2020-2021.

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

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

We are waiting on the arrival of some additional cleaning tools to mitigate the spread of COVID-19. With one-month left in school, we may also have a few dollars spent on the additional instructional staff we put in place.

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.

Abilene USD #435 is planning to utilize ESSER II funds to shore up the learning gaps that have occurred during the COVID-19 challenge.

TEACHING & LEARNING:

Summer Enrichment: The district is preliminarily planning to allocate at least \$50,000 toward summer enrichment programs during the next three years. The leadership in our district has a goal to improve the academic progress as measured on the FastBridge universal screener each of the next three fall terms (21-22, 22-23 and 23-24).

9-12 Summer Credit Recovery: Students who have failed required courses during the 2020-2021 school year will be provided the opportunity to regain those credits via the Edgenuity platform used by our Abilene Virtual School.

Additional Academic Support for the 2021-2022 Academic Year: The district is planning to allocate at least \$20,000 to provide instructional support for the after-school program. The support will include, but not be limited to homework assistance, tutoring sessions and enrichment lessons at the three elementary schools and the middle school.

STUDENT MOBILITY, FACILITIES & INFRASTRUCTURE

Air Quality: The district is interested in partnering with a reputable HVAC organization to conduct an air quality survey in each of the five school buildings. This work will assist our district as we hope to establish a system that promotes the health of the students and staff.

Considerations will be given to air purification systems, ultraviolet light systems, disinfecting equipment.

FAMILY OUTREACH & SUPPORT

We have found approximately 15% of the City of Abilene's adult population have not earned a high school diploma. We believe there may be a significant number of parents who lost their jobs because of COVID-19. We want to work to improve the employ-ability of our parents.

The district will also look for ways to broaden the scope of mental health services through the district's partnership with Central Kansas Mental Health.

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

Abilene USD #435 routinely uses online surveys. A survey is currently being developed to assist district and community leaders with the development of instructional supports and community outreach.

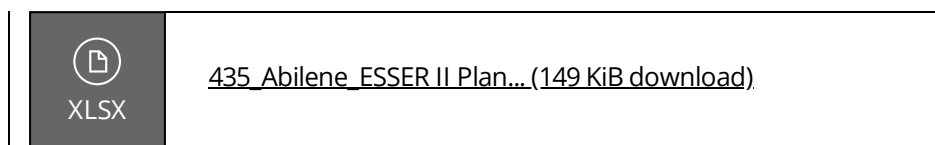
An annual survey will be used to determine the impact of the systems put in place. District leaders believe several of these efforts will continue even after the availability of ESSER funding.

Several of these efforts should have a positive influence on the school system's accreditation measures. With this in mind, we routinely review academic data which will be included in the annual reporting for the Outside Visitation Team.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Gregory L. Brown

Date | 04/21/2021

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

USD	District Name	Data as of
435	Abilene	May 4, 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
435-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Assist in the learning process	\$ 8,000	\$ 4,000	\$ 4,000	\$ -	\$ -	78	Title I program support (additional support) (Phone Call 4/26/21)
435-1-002	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Purchase items to enhance learning	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	78	Intervention materials & math curriculum, reading, LETRS (Phone Call 4/26/21)
435-1-003	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	2. Coordination of COVID-19 preparedness and response efforts	Paid salaries to those who assist in the learning process	\$ 8,000	\$ 2,000	\$ 6,000	\$ -	\$ -	78	Collaboration time for summer school teachers (Phone Call 4/26/21)
435-1-004	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	2. Coordination of COVID-19 preparedness and response efforts	Purchase items to enhance learning	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	78	Universal screeners and addressing social emotional learning gaps- SAEBRES (Phone Call 4/28/21)
435-1-005	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Training for staff	\$ 54,000	\$ -	\$ 27,000	\$ 27,000	\$ -	78	PD for effective interventions and math intervention curriculum (Cognitively Guided Instruction), reading interventions because gaps in curriculum were magnified. \$27,000 per year for PD and ongoing coaching for 10 district staff members (Phone Call 4/28/21)
435-1-006	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	3. Providing principals and other school leaders with resources to address individual school needs	Purchase items to enhance learning	\$ 6,000	\$ -	\$ 3,000	\$ 3,000	\$ -	78	Materials for PD(manuals) and manipulatives (Phone Call 4/26/21)
435-1-007	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Provide additional assistance	\$ 18,000	\$ -	\$ 9,000	\$ 9,000	\$ -	78	Para Tutoring after school (approximately 4 paras- one each at three different elementary schools, one at the middle school) (Phone Call 4/28/21)

435-1-008	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Purchase items to enhance learning and well-being of students	\$ 12,000	\$ -	\$ 6,000	\$ 6,000	\$ -	78	Curriculum & Materials for at risk tutoring, based on MTSS, includes Number World, Journeys, Heggerty Routines for phonemic awareness, readtheory.org) (Phone Call 4/28/21)
435-1-009	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Provide additional training	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	78	Consultants for PD (Cognitively Guided Instruction Presenter fees & materials-Letter tiles and trays for K-1 students as part of CGI) (Phone Call 4/28/21)
435-1-010	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Provide additional training	\$ 5,513	\$ -	\$ 3,000	\$ 2,513	\$ -	78	Consultants for PD (TASN-Co Teaching Training) (Phone Call 4/28/21)
435-1-011	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase supplies for health & safety of students	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	78	Cleaning products and supplies to address Covid (Phone Call 4/26/21)
435-1-012	Eligible	Direct Allocation	Instruction	Personal Services - 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	Assist in the distribution of items for students	\$ 9,000	\$ 2,000	\$ 7,000	\$ -	\$ -	78	Supplemental pay to plan and distribute Food service, technology (including hot spots), and manipulatives (Phone Call 4/26/21)

435-1-013	Eligible	Direct Allocation	Instruction	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	Purchase items to distribute to students and assist in the learning process	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	78	Items to add in distribution of technology to students in quarantine (Phone Call 4/26/21). 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.
435-1-014	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase items to distribute to students and assist in the learning process	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	78	iPads and hotspots for support staff (special education, mental health) to reach students who have to quarantine due to exposure to COVID. (Phone Call 4/28/21). 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.
435-1-015	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	10. Providing mental health services and supports	Provide assistance to students that need mental support services.	\$ 39,000	\$ -	\$ 19,500	\$ 19,500	\$ -	78	Paying for additional mental health support (as they already engage in the Mental Health initiative) (Phone Call 4/26/21)
435-1-016	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	10. Providing mental health services and supports	provide materials for students in need	\$ 1,000	\$ -	\$ 500	\$ 500	\$ -	78	Mental Health Intervention Supplies-curriculum and broaden the Mental Health Pilot to include more family outreach. (Phone Call 4/28/21)
435-1-017	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide additional assistance to students	\$ 168,000	\$ 45,000	\$ 61,500	\$ 61,500	\$ -	78	Summer school teachers- approximately 12 (2 per grade level) (Phone Call 4/26/21)
435-1-018	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Provide additional assistance to students	\$ 168,000	\$ -	\$ 84,000	\$ 84,000	\$ -	78	Tutoring after school (approximately 12 teachers- 1 per grade level) (Phone Call 4/26/21)
435-1-019	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Purchase items to enhance learning	\$ 42,000	\$ 14,000	\$ 14,000	\$ 14,000	\$ -	78	Supplies for summer school (Phone Call 4/26/21)
435-1-020	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11B. Planning and implementing supplemental after-school programs	Purchase items to enhance learning	\$ 42,000	\$ -	\$ 21,000	\$ 21,000	\$ -	78	Supplies for afterschool tutoring (Phone Call 4/26/21)

435-1-021	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations.	Provide additional assistance	\$ 50,720	\$ -	\$ 25,360	\$ 25,360	\$ -	78	Para support for those at risk and supplemental teaching (Phone Call 4/26/21)
435-1-022	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	12. Addressing learning loss among students, including vulnerable populations.	provide additional materials	\$ 12,680	\$ 680	\$ 6,000	\$ 6,000	\$ -	78	Manipulatives, PAT supplies to increase engagement due to COVID (Phone Call 4/26/21)
435-1-023	Eligible	Direct Allocation	Monitoring Services	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Purchase additional items to enhance learning and safety of students	\$ 142,000	\$ 42,000	\$ 50,000	\$ 50,000	\$ -	78	Upgrading older HVACs to bring in more outside/ventilated air, consultant to analyze air quality(Phone Call 4/28/21)
435-1-024	Eligible	Direct Allocation	Monitoring Services	Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.	Purchase items to enhance the health and safety of students	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	78	Air Purifiers & Air quality sensors (Phone Call 4/28/21)
435-1-025	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.	Provide training to staff	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	78	Trainer for effective safe COVID procedures (Phone Call 4/28/21)
435-1-026	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities.	Provide supplies for staff training	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	78	Supplies for health protocols (Phone Call 4/26/21)
435-1-027	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Provide additional assistance	\$ 5,000	\$ -	\$ 2,500	\$ 2,500	\$ -	78	Support for health protocols (Phone Call 4/26/21)

Kansas CommonApp (2020)

1509-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



dEXZVwPx

438_Skyline Schools_ESSER II Plan_0430

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Skyline Schools

Applicant / Mailing Address

| 20269 W Us Highway 54

Applicant / First and Last Name of Owner, CEO, or Executive Director | Becca L. Flowers

Applicant / Email Address of Owner, CEO, or Executive Director | bflowers@skylineschools.org

Applicant / Phone Number | 620-672-8408

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 | Skyline Schools

District Number | 438

Mailing Address | Street Address | 20269 W Us Highway 54

Mailing Address | City | Pratt

Mailing Address | Zip Code | 67124

Authorized Representative of the District | Name | Becca L. Flowers

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | bflowers@skylineschools.org

Authorized Representative of the District | Phone Number | +16206725651

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 caused trauma and chaos that has resulted in an increased number of students and families experiencing social emotional challenges. Many students experienced loss of learning opportunity while involved in remote learning. This has been in the form of not keeping up to pace with learning the core content areas, missing out on internships, field trips, etc.

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 funding will be spent on:

1. Hire interventionists and tutors for students in middle and high school. *Students will stay organized and caught up on their school work.
2. Provide training in Professional Learning Communities, organizing data, and Title I compliance. *Our staff will be able to provide more relevant and effective learning opportunities for students by working in PLC's. Title I is essential to students who are not at grade level in core academics, compliance is essential to our ability to continue that service to students.
3. PK-12 Grade Summer School Opportunities. *Keep students engaged with caring professionals over the summer months, learn academic skills that may have fell behind during remote learning and provide credit recovery for high school students.
4. Purchase Social Emotional Curriculum. *Ensure SEL for all students.
5. Extend the contract of the Student and Family Support Coordinator. *This will provide continuation of mental health services for students in the summer months.

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.

Summer contract extension for Student Family Support Coordinator.
Provide PK - 12 summer learning opportunities for continuation of learning and engagement over the summer months.
Purchase social emotional learning curriculum, supplies, professional development and activities.
Purchase career exploration curriculum, supplies, professional development and activities.
Hire staff to provide personalized instruction to students who require intervention, use funds to pay for salary and benefits.
Hire additional office staff to arrange for subs during times of increased illness, track student attendance, manage student testing, connect assessment data to appropriate intervention, monitor learning gains/losses, etc. Use funds to pay for salary and benefits.
Hire staff to provide after school tutoring.
Remodel facilities to provide a larger more efficient health office.
Purchase cleaning supplies.
Purchase technology devices for students to take home to increase learning opportunities in summer and during times of school closure.

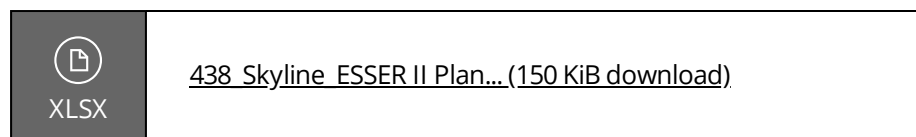
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Assessment data in math, reading and SEL will be monitored to determine the impact of additional SEL/mental health services over the summer, summer learning activities, the addition of SEL curriculum, and personalized tutoring opportunities. Students IPS's will be examined to see evidence that students in grades 8-12 have career goals and evidence of career exploration experiences. Attendance and tardy rates will be monitored.

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

| Becca L. Flowers

Date

| 04/16/2021

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

USD	District Name	Data as of
438	Skyline Schools	May 4, 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
438-1-001	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Contract Extension for Student and Family Support Coordinator to provide mental health services in the summer months.	\$ 2,900	\$ -	\$ 1,400	\$ 1,500	\$ -	06-2100-110-000	
438-1-002	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	PK-12 Summer learning opportunities to provide opportunities for learning and engagement during the summer months and decrease academic failure risk by providing opportunities for credit recovery.	\$ 13,708	\$ -	\$ 4,000	\$ 9,708	\$ -	06-1000-110-000	reasonable staffing and student participation
438-1-003	Eligible	Direct Allocation	Support Services (Students)	Other Miscellaneous Expenditures	12. Addressing learning loss among students, including vulnerable populations	SEL & Career Exploration Curriculum, supplies, equipment, fees and travel expenses.	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	06-2100-890-000	
438-1-004	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Staff to provide personalized intervention to students to remedy and prevent learning gaps during the school year.	\$ 36,896	\$ -	\$ 36,896	\$ -	\$ -	06-1000-120-000	
438-1-005	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Staff to work in the office to manage subs during times of increased illness, track student attendance, manage student assessment and connect results to appropriate intervention and monitor academic and SEL gains/losses.	\$ 22,888	\$ -	\$ 22,888	\$ -	\$ -	06-2100-120-000	
438-1-006	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	Remodeling facilities to provide care to ill students and to reduce the spread of germs. Specifically, this will be to remodel the health room of the school to provide for more space for both patients, students in quarantine and for supplies.	\$ 10,000	\$ -	\$ 5,000	\$ 5,000	\$ -	06-2600-700-000	

438-1-007	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Provide devices to allow students to access learning opportunities from a remote setting. This will be to pay for individual devices such as Chromebooks and iPads.	\$ 8,598	\$ -	\$ 4,598	\$ 4,000	\$ -	06-1000-650-000	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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.
438-1-008	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Provide insurance for individuals hired as tutors/interventionist.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	06-1000-210-000	
438-1-009	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	Purchase cleaning supplies and equipment.	\$ 6,000	\$ -	\$ 3,000	\$ 3,000	\$ -	06-2600-610-000	covid related supplies/not general use
438-1-010	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Paying social security and medicare for tutor/interventionist.	\$ 3,900	\$ -	\$ 3,900	\$ -	\$ -	06-1000-220-000	
438-1-011	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Paying unemployment tax for tutor/interventionist.	\$ 100	\$ -	\$ 100	\$ -	\$ -	06-1000-260-000	

Kansas CommonApp (2020)

1397-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NIBGDVXW

446_Independence_ESSER II Plan_0415

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 446 Independence

Applicant / Mailing Address

| 517 N. 10TH
| Independence, KS 67301

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

Applicant / Email Address of Owner, CEO, or Executive Director | FMEIER1@INDYSCHOOLS.COM

Applicant / Phone Number | 6203321800

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

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

Fiscal Agent / Name (if applicable) | Fred Meier

Fiscal Agent / Email (if applicable) | FMEIER1@INDYSCHOOLS.COM

Fiscal Agent / Mailing Address (if applicable)

| 517 N. 10TH
| Independence, KS 67301

Application details

Full District Name	Independence
District Number	446
Mailing Address Street Address	517 N. 10TH
Mailing Address City	Independence
Mailing Address Zip Code	67301
Authorized Representative of the District Name	FRED MEIER
Authorized Representative of the District Position or Title	Director of Business and Operations
Authorized Representative of the District Email Address	FMEIER1@INDYSCHOOLS.COM
Authorized Representative of the District Phone Number	+16203321800
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rarnold@indyschools.com
Other District Representative 2 Email Address	kpuderbaugh@indyschools.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.

Learning loss for Pre-K through 12 students is the single biggest concern for USD 446. USD 446 has 2100 students. Our learning loss began in March, 2020. Test data shows students returning for the 2020-21 school year experienced substantial learning loss from the absence of in person instruction from March-May, 2020. Overall, the impact from the Spring 2020 varies by grade. The data shows achievement has not widened by race/ethnicity. In reading, students in many grades were performing close to expectations when returning in the Fall, 2020. Students in grades 4,5, were performing behind expectations when we examined mean student growth a percentile and percentile rank scores. Fall 2019 STAR compared to Fall 2020 STAR reading scores identified the following subgroups is lower predicted proficiency rate without remediation on the end of year assessments: Hispanic males/Latino, and White. Utilizing reading data from a second source (Lexia Core 5) found the percent of students above grade level in March compared to the same group of students in or above grade level in August significantly decreased. For Math, Fall 2019 compared to Fall STAR 2020 identified the following at a lower predicted proficiency rate without mediation on end of year assessments: male, female, Hispanic/Latino. The district began the 2020-21 school year offering students the choice of remote or in person instruction. Approximately 525 students/parents chose the

remote option. 56% of these students are failing two or more classes. Additionally, quarantined students (some 4-5 times) have lost in person instruction effecting student outcomes.

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.

| Private schools have not spent their allotment.

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 and implementing activities related to summer 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 446 plans to add an extensive summer school offering for students behind grade level. Grades 6-12 will attend June 1 through June 25, 2021. The district will offer a jump start summer offering for K-5 from July 19th through July 30th. The district plans to continue offering an expanded summer school going forward. We are in the process of identifying students to attend this summer offering. We will hire staff to meet student needs this summer. The district will provide transportation along with a breakfast and lunch for summer school students. We will open an alternative school for grades 6-12 at the beginning of school in August, 2021 with a goal of enrolling 25 students. We are in the process of identifying an acceptable location. We will need to remodel, equipment and buy the appropriate technology for this new offering. We will use the software Edgenunity for this offering. Our plan is to hire a director along with 2 support aides to support student success. The district is updating and expanding the technology available for the 2500 students and staff in USD 446. Our plan is to purchase additional computers, chromebooks, laptops, printers, charging carts, Ben Q's along supplies and other software and enrichment programs. Because of unreliable HVAC systems at the high school, we plan to make upgrades to these systems to provide better indoor air quality and improve reliability issues. These updates will improve the learning environment for students and staff. The district has plans to add additional staff with a focus on improving reading score. Our plan to add 4 additional reading specialists along with support support staff to create smaller learning groups for students.

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

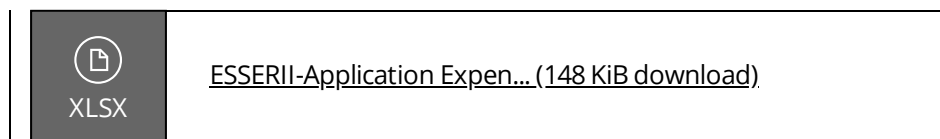
The entire plan for ESSER II funds is to improve student success and test scores by creating new opportunities for for students. Planning, reviewing and analyzing periodic testing results will drive our focus as we proceed with our plan. With the addition of the alternative school for grades 6-12, the district will provide access for those hard to reach students with another pathway to success. This alternative learning environment is designed to reach students who struggle in the traditional school environment. The expanded summer school will also provide those students in grades 6-12 below grade the opportunity to reach grade level success. The Jump Start Summer Cruise offering for grades K-5 the last 2 from July 19, 2021 through July 30, 2021. Adding additional reading staff will help improve the districts reading and math scores. The improved learning environment at Independence High School provides an environment conducive to student 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 | Fred Meier

Date | 04/23/2021

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

USD	District Name	Data as of
446	Independence	May 4, 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
446-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring additional staff including reading specialists to provide additional learning opportunities for students who have fallen below grade level due to COVID. The district expects to add up to 7 positions.	\$ 390,000	\$ -	\$ 390,000	\$ -	\$ -	50920	Called to clarify number of teachers this represents. Upon request, the reviewer added detail to include # of teachers estimated.
446-1-002	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	12. Addressing learning loss among students, including vulnerable populations	Health Insurance for additional staff	\$ 49,600	\$ -	\$ 49,600	\$ -	\$ -	50940	
446-1-003	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for additional staff	\$ 29,850	\$ -	\$ 29,850	\$ -	\$ -	50950	
446-1-004	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional support staff for additional teachers and to provide targeted instruction for students. The district estimates hiring 10-15 aides to support teachers in the classroom to provide direct support to students who have experienced learning loss.	\$ 57,100	\$ -	\$ 57,100	\$ -	\$ -	50955	Called to clarify number of aides/paras this represents. Upon request, the reviewer added detail to include # of aides/paras estimated.
446-1-005	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The district is adding an enriched summer school program in June for grades 6-12. We are also implementing a Jump Start program for late July for grades K-5.	\$ 29,440	\$ 11,520	\$ 17,920	\$ -	\$ -	50960	
446-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security for summer school staff	\$ 2,255	\$ 885	\$ 1,370	\$ -	\$ -	50970	
446-1-007	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Enrichment materials and supplies for summer school students	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	50980	

446-1-008	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	Sanitary/Safety materials and supplies to clean school facilities	\$ 45,000	\$ 7,500	\$ 37,500	\$ -	\$ -	50990	
446-1-009	Eligible	Direct Allocation	Building Improvements	PURCHASED PROPERTY SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	HVAC system upgrades to district facilities to improve indoor air quality and reliability of indoor air to enhance student comfort and student achievement.	\$ 400,000	\$ 190,000	\$ 210,000	\$ -	\$ -	50995	
446-1-010	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	We plan to purchase additional technology equipment to enhance student learning including but not limited to laptops, chromebooks, Ben Q's along with related supplies to address learning loss due to Covid.	\$ 1,200,000	\$ 600,000	\$ 600,000	\$ -	\$ -	51100	
446-1-011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	We are in the process of developing an alternative school for grades 6-12. We will hire a director for this new school. We will Edgenuity for student achievement. 25 students will be targeted for the alternative school to address learning loss and for dropout prevention due to Covid 19.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	51110	Called district to clarify purpose of Alt School and tie to Covid. This item represents the hiring of a lead teacher/admin to oversee the Alternative school. Upon request, the reviewer added detail to the item.
446-1-012	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We plan to hire support staff to enhance student learning and success due to learning loss from Covid 19.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	51115	
446-1-013	Eligible	Direct Allocation	Instruction	EMPLOYEE BENEFITS	12. Addressing learning loss among students, including vulnerable populations	Fringe benefits for staff for the new alternative school.	\$ 6,890	\$ -	\$ 6,890	\$ -	\$ -	51120	

446-1-014	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security for Alt School Staff	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	51125	
446-1-015	Eligible	Direct Allocation	Instruction	General Supplies and Materials	3. Providing principals and other school leaders with resources to address individual school needs	The district will supplies instructional supplies and materials to enhance student achievement.	\$ 10,500	\$ -	\$ 10,500	\$ -	\$ -	51130	
446-1-016	Eligible	Direct Allocation	Instruction	Technology - Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The district will equip the new alternative school with desk top computers, laptops, printers computer desks, etc. 25 students will be targeted for the alternative school to address learning loss and for dropout prevention due to Covid 19.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	51135	
446-1-017	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	12. Addressing learning loss among students, including vulnerable populations	We plan to purchase additional services for students and staff to provide learning opportunities for student enrichment to address learning loss due to Covid.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	51140	Called district to clarify the item. This will be for services (most likely purchased through a service center) to support teachers working with students with learning loss due to Covid. Upon request, the reviewer added additional detail to this item.
446-1-018	Eligible	Direct Allocation	Instruction	Software Services	12. Addressing learning loss among students, including vulnerable populations.	The district plans to purchase additional software to help kids most effected by COVID for learning loss	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	51145	

Kansas CommonApp (2020)

1145-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GNejnLy

447_Cherryvale_ESSERIIP_Lan_03

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 447 - Cherryvale
Applicant / Mailing Address		
		618 E 4th Cherryvale, KS 67335
Applicant / First and Last Name of Owner, CEO, or Executive Director		Shelly Kiblinger, superintendent
Applicant / Email Address of Owner, CEO, or Executive Director		skiblinger@usd447.org
Applicant / Phone Number		6203368134

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 447 - Cherryvale
District Number		447
Mailing Address Street Address		618 E 4th

Mailing Address City		Cherryvale
Mailing Address Zip Code		67335
Authorized Representative of the District Name		Shelly Kiblinger
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		skiblinger@usd447.org
Authorized Representative of the District Phone Number		+16203368134
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		tgithens@usd447.org
Other District Representative 2 Email Address		dleedy@usd447.org

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

Since March, 2020 our students have experienced substantial disruption to their education. Students test scores show they experienced significant "COVID slide" as students started the 2020-21 school year with about twice the "normal" number of students at moderate or severe levels of at-risk for academic performance in reading and math as measured by AIMSweb. High school students showed similar concerns on the ASPIRE, although this was the first year to give the ASPIRE. Most individual students performed at levels lower on their Fall AIMSweb than we would have predicted for them a normal school year, and a higher percentage were in need of intervention that in previous years. Social emotional measures, such as the Communities That Care Survey showed students were still experiencing emotional distress when the survey was administered in January 2021. With 68% of our students being of low socio-economic status, they have few resources to deal with the learning and social disruptions caused by COVID. They have been especially hard hit by the disruption in formal schooling and the loss of typical programming in our community this year. Due to declining enrollment, we have cut teaching positions. This is increasing class sizes, which will be detrimental to both academic and social-emotional supports. We have also reduced custodial staff and must reduce the amount of sanitation and cleaning done in our buildings, dropping back to an every other day schedule for classroom surface disinfecting. This puts our students and staff at risk of infection from COVID 19.

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

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

We are using our remaining ESSER I funds to stock up on cleaning supplies and equipment needed for summer school. We also have some journal transfers that need to be made to reimburse the district for additional counseling services and substitutes paid for COVID-related leaves earlier this year. This will spend out the rest of our ESSER I funds. We will have these expended by the end of May, 2021.

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

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

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

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

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

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

The district will meet the academic and social-emotional needs of students as our first priority by providing summer learning opportunities K-12 and smaller class sizes at the elementary where we are seeing extreme deficiencies in reading caused by the academic disruption of spring 2020. This additional teaching staff during the school year provides more individual instruction and additional MTSS groups during the school day to target student needs (after-school programming has historically failed to serve the most-at risk students b/c they do not attend). We will also provide a healthy learning environment and mitigate spread of COVID 19 by increasing custodial time to provide daily disinfection of all high-touch classroom and building surfaces (vs. every-other-day). We will provide additional nursing services through a part-time nurse. We have struggled to provide quality lessons when students were engaged in remote learning b/c of the age of or lack of equipment to integrate our SMART boards in the classroom with the remote learners when students were remote due to quarantine. A district-wide upgrade of interactive flat panel technology will allow for uniform teacher training on the devices, allow instruction taking place in the classroom to be seamlessly shared with remote learners, and infuse interactive technology into all classrooms to further engage struggling learners in the classroom setting. This complements the 1:1 technology we already have in place in the district, although the equipment is showing much more wear and tear due to 2 months of remote learning and additional use at home by all grade levels this year. ESSER II funds will be use to replace and repair Chromebooks that had more than the usual wear and tear this year during remote learning. PPE and additional custodial supplies to maintain a healthy environment will keep kids and staff well and attending school face-to-face.

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

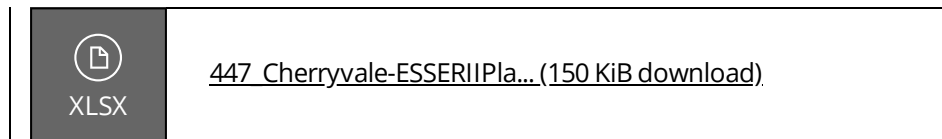
The district will continue to follow its normal school improvement processes. The DLT and BLT's look at achievement data (AIMSweb, ASPIRE, KS interim and assessment data, ACT, and WorkKeys) as well as social emotional data in CTC and referrals to determine areas of need. They develop action plans and prioritize resources to carry out those plans. Based upon this data, we are using ESSER funds to provide greater support at the elementary level in the form of additional teaching staff. With that exception, the funds will essentially be distributed equally among our three buildings. Note that 3 years of LINK grant have provided much PD and literacy resources already. PLC's review individual student data for MTSS intervention planning. We expect to see achievement gaps closing and better "student well-being" scores on social-emotional measures as a result of these ESSER II expenditures.

Notes on ESSER II application Excel template:

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

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

Date | 04/26/2021

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

USD	District Name	Data as of
447	Cherryvale	May 4, 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
447-1-001	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19	\$ 180,000	\$ -	\$ 90,000	\$ 90,000	\$ -	75100	
447-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19	\$ 13,770	\$ -	\$ 6,885	\$ 6,885	\$ -	75110	
447-1-003	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19	\$ 29,900	\$ -	\$ 14,950	\$ 14,950	\$ -	75120	
447-1-004	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19	\$ 1,800	\$ -	\$ 900	\$ 900	\$ -	75130	
447-1-005	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service	\$ 12,325	\$ 1,125	\$ 6,200	\$ 5,000	\$ -	75150	
447-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service	\$ 943	\$ 86	\$ 474	\$ 383	\$ -	75160	
447-1-007	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service	\$ 124	\$ 12	\$ 62	\$ 50	\$ -	75170	
447-1-008	Eligible	Direct Allocation	Support Services (School Administration)	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Support Staff to catch up instructional loss due to COVID 19	\$ 1,152	\$ 1,152	\$ -	\$ -	\$ -	75200	

447-1-009	Eligible	Direct Allocation	Support Services (School Administration)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Support Staff to catch up instructional loss due to COVID 19	\$ 88	\$ 88	\$ -	\$ -	\$ -	75210	
447-1-010	Eligible	Direct Allocation	Support Services (School Administration)	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School Support Staff to catch up instructional loss due to COVID 19	\$ 12	\$ 12	\$ -	\$ -	\$ -	75220	
447-1-011	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Energy	11A. Planning and implementing summer learning or enrichment programs	Energy necessary to operate buildings for summer school to catch up instructional loss due to COVID 19	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	75460	
447-1-012	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	11A. Planning and implementing summer learning or enrichment programs	Instructional Supplies to operate summer school to catch up instructional loss due to COVID 19	\$ 7,650	\$ 7,650	\$ -	\$ -	\$ -	75480	
447-1-013	Eligible	Direct Allocation	Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19	\$ 800	\$ -	\$ 800	\$ -	\$ -	75350	
447-1-014	Eligible	Direct Allocation	Student Transportation Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19	\$ 61	\$ -	\$ 61	\$ -	\$ -	75360	
447-1-015	Eligible	Direct Allocation	Student Transportation Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19	\$ 8	\$ -	\$ 8	\$ -	\$ -	75370	
447-1-016	Eligible	Direct Allocation	Student Transportation Services	Gasoline	11A. Planning and implementing summer learning or enrichment programs	Transportation to Summer School and Summer School Field Trips to catch up instructional loss due to COVID 19	\$ 150	\$ -	\$ 150	\$ -	\$ -	75400	
447-1-017	Eligible	Direct Allocation	OPERATION OF NON-INSTRUCTION SERVICES	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	11A. Planning and implementing summer learning or enrichment programs	To contract with community library to provide additional summer reading opportunities to students to help catch up from "COVID Slide" in reading achievement	\$ 18,000	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	754050	
447-1-018	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	Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment	\$ 98,400	\$ -	\$ 49,200	\$ 49,200	\$ -	75300	

447-1-019	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	Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment	\$ 7,528	\$ -	\$ 3,764	\$ 3,764	\$ -	75310	
447-1-020	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment	\$ 22,320	\$ -	\$ 11,160	\$ 11,160	\$ -	75320	
447-1-021	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	Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment	\$ 1,476	\$ -	\$ 738	\$ 738	\$ -	75330	
447-1-022	Eligible	Direct Allocation	Instruction	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Additional 1G of internet service to allow greater access to and use of instructional technology. Allows for better streaming should remote learning be required again.	\$ 16,440	\$ -	\$ 8,220	\$ 8,220	\$ -	75470	Corrected function code as requested by the district. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
447-1-023	Eligible	Direct Allocation	Health Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19	\$ 19,200	\$ 2,000	\$ 8,600	\$ 8,600	\$ -	75250	
447-1-024	Eligible	Direct Allocation	Health Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19	\$ 1,473	\$ 153	\$ 660	\$ 660	\$ -	75260	

447-1-025	Eligible	Direct Allocation	Health Services	EMPLOYEE BENEFITS	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19	\$ 192	\$ 20	\$ 86	\$ 86	\$ -	75270	
447-1-026	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Interactive Flat Panel TV's that will integrate with on-line learning platforms to better serve remote learners. Interactive technology to engage face-to-face learners to recover from lost learning due to COVID 19.	\$ 130,000	\$ 130,000	\$ -	\$ -	\$ -	75500	Follow up with the district indicated that they are planning to purchase 52 flat panel TVs to allow for simultaneous instruction within the classroom and for remote learners. More info is in the narrative in the Common App. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
447-1-027	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Replacement and repair of Chromebooks lost and damaged due to remote learning usage caused by COVID 19 and additional use during Summer School, also made necessary due to COVID 19.	\$ 35,000	\$ 15,000	\$ 10,000	\$ 10,000	\$ -	75510	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.
447-1-028	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19	\$ 39,240	\$ 27,400	\$ 11,840	\$ -	\$ -	75100	
447-1-029	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19	\$ 2,796	\$ 1,890	\$ 906	\$ -	\$ -	75110	
447-1-030	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19	\$ 393	\$ 274	\$ 119	\$ -	\$ -	75130	
447-1-031	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19	\$ 393	\$ 274	\$ 119	\$ -	\$ -	75140	

447-1-032	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations.	Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19	\$ 1,800	\$ -	\$ 900	\$ 900	\$ -	75140	
447-1-033	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19	\$ 124	\$ 12	\$ 62	\$ 50	\$ -	75180	
447-1-034	Eligible	Direct Allocation	Support Services (School Administration)	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19	\$ 12	\$ 12	\$ -	\$ -	\$ -	75230	
447-1-035	Eligible	Direct Allocation	Student Transportation Services	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School to catch up instructional loss due to COVID 19	\$ 8	\$ -	\$ 8	\$ -	\$ -	75380	
447-1-036	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	Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment	\$ 1,476	\$ -	\$ 738	\$ 738	\$ -	75340	
447-1-037	Eligible	Direct Allocation	Health Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19	\$ 192	\$ 20	\$ 86	\$ 86	\$ -	75280	
447-1-038	Eligible	Direct Allocation	Health Services	SUPPLIES AND MATERIALS	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	PPE and other health supplies necessary to protect students and staff from COVID 19	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	75520	
447-1-039	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Equipment necessary for additional cleaning and sanitizing of buildings - disinfectant foggers, scrubbers	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	75560	Account number added per district request

447-1-040	Eligible	Direct Allocation	Health Services	PROPERTY	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Equipment necessary for nurse to create and maintain isolation rooms and health protocols related to COVID 19	\$ 6,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	75530	
447-1-041	Eligible	Direct Allocation	Instruction	Professional-Education Services	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Professional Development for teachers related to use of data to diagnose student learning needs, use of new assessment tools, and providing better social-emotional instruction to students to assist in overcoming damage to learning and mental health caused by COVID 19 and interruption to learning.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	75540	
447-1-042	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Supplies such as sanitizers, disinfectants, air filters to maintain a healthy environment free from COVID 19	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	75550	
447-1-043	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	PROPERTY	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase equipment used to clean and sanitize building - eletrostatic foggers, scrubbers, etc.	\$ 15,000	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	75560	

Kansas CommonApp (2020)

1071-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AZQzogWp

Hesston USD 460

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 | Hesston USD 460

Applicant / Mailing Address

| PO Box 2000
| 150 N Ridge Rd

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

Applicant / Email Address of Owner, CEO, or Executive Director | kaye.linton@usd460.org

Applicant / Phone Number | 6203274931

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 | Hesston

District Number | 460

Mailing Address | Street Address | PO Box 2000 150 N Ridge Rd

Mailing Address City	Hesston
Mailing Address Zip Code	67062
Authorized Representative of the District Name	Kaye Linton
Authorized Representative of the District Position or Title	Treasurer
Authorized Representative of the District Email Address	kaye.linton@usd460.org
Authorized Representative of the District Phone Number	+16203274931
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	ben.proctor@usd460.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.

There was significant impact on student academic gains and emotional well-being when school was closed in the Spring of 2020. Since the beginning of the 2020-21 school year, we have been able to have in-person school each day. Our K-8 students have attended all day, every day, and our high school students attended school in an AM/PM Hybrid for most of the school year. Most of our local assessment data shows initial learning loss due to the time away from school last spring, but we are interested in continuing to collect and evaluate academic data in the coming weeks and months. Because we have been in school everyday during this school year, with only a handful of students choosing a remote option, we have not seen significant differences in our special populations from prior year performance. Our plan is to continue to collect academic and social-emotional data and perceptions to best evaluate how we can utilize relief dollars to maximize student impact.

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 plan to use ESSER II dollars to address several immediate needs that are currently impacting our school operations. First, we have rental costs associated with our "Off-Site Model" for our 7-8th graders. This included renting a conference center through much of the 2020-21 school year in order to keep all students in-person each day. Additionally, we have personnel costs associated with an additional school nurse, who is instrumental in ensuring our ability to maintain safe learning

environments throughout our district. We also have personnel costs associated with additional long-term substitutes, who were directly involved in facilitating remote learning for those short-term and long-term remote students. We hired an additional custodian to help keep our off-site attendance center clean and sanitized, and we also had internet service costs, additional maintenance, and pest control expenses.

Moving forward, we plan to maintain our additional school nurse for the next school year, as she has been instrumental in ensuring we are able to communicate and follow public health guidelines. We plan to implement new mental health approaches, including Mental Health First Aid Training, for all staff as we enter the 2021-22 school year. We continue to evaluate academic areas that all students, and specifically special needs students, might have fallen behind in and will consider curriculum purchases to target these areas.

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

We know the impact of our immediate expenditures. Our off-site attendance center rental kept our kids in school every day this school year, which the impact is significant. Our additional school nurse provided support to families, students, and staff as we implemented public health recommendations. Our long-term substitutes supported teachers throughout the year as students were required to quarantine and isolate. We were able to provide internet service to remote students along with those attending in our off-site locations.

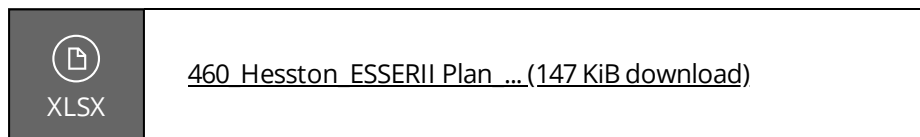
As we move forward, we will evaluate our mental health supports through surveys and mental health screening. We will evaluate our academic supports and curriculum expenditures through our local assessments, along with other state and national standardized assessments.

We are uncertain if we will be able to purchase improved HVAC systems, due to a relatively smaller amount of funding as a result of the Title I formula.

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

| Kaye Linton

Date

| 04/15/2021

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

USD	District Name	Data as of
460	Hesston	May 4, 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
460-1-001	Eligible	Direct Allocation	Maintenance of Buildings	PURCHASED PROPERTY SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Extermination service for rental facility used for 7/8 classroom during COVID	\$ 704	\$ 704	\$ -	\$ -	\$ -	08-2620-325-400-408	Costs incurred for extra facility rented for social distancing
460-1-002	Eligible	Direct Allocation	Other Executive Administration Services	Renting Land and Buildings	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Facilities rental (Crosswinds) Jan-Mar 12, 2021	\$ 17,430	\$ 17,430	\$ -	\$ -	\$ -	31-2329-441-000-002	
460-1-003	Eligible	Direct Allocation	Other Executive Administration Services	Renting Land and Buildings	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Repairs to rental facility (Crosswinds)	\$ 455	\$ 455	\$ -	\$ -	\$ -	31-2329-441-000-002	
460-1-004	Eligible	Direct Allocation	Support Services (Instructional Staff)	Other Professional Educational Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Internet/Wi-Fi hot spots at rental facility (Crosswinds)	\$ 4,333	\$ 4,333	\$ -	\$ -	\$ -	08-2200-329-000-009	

460-1-005	Eligible	Direct Allocation	Nursing Services	General Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Student face masks	\$ 1,565	\$ 1,565	\$ -	\$ -	\$ -	06-2134-610-000-011	
460-1-006	Eligible	Direct Allocation	Maintenance of Buildings	Overtime Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodian overtime-Crosswinds	\$ 256	\$ 256	\$ -	\$ -	\$ -	06-2620-126-000-001	
460-1-007	Eligible	Direct Allocation	Maintenance of Buildings	Temporary Salaries for Non-Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodian -Crosswinds	\$ 7,604	\$ 7,604	\$ -	\$ -	\$ -	06-2620-127-000-001	Per applicant, object code updated to 125
460-1-008	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired 2nd full-time nurse for COVID	\$ 7,415	\$ 7,415	\$ -	\$ -	\$ -	06-2134-111-000-001	
460-1-009	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired 3 full-time subs for COVID	\$ 12,086	\$ 12,086	\$ -	\$ -	\$ -	06-1000-112-000-001	

Kansas CommonApp (2020)

1505-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



abeJZKdx

473-Chapman-ESSER II Plan_0419

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 473

Applicant / Mailing Address

| PO Box 249
| Chapman, Ks 67431

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

Applicant / Email Address of Owner, CEO, or Executive Director | jhodson@usd473.net

Applicant / Phone Number | 785-922-6521

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 | Chapman School District

District Number | 473

Mailing Address Street Address		PO 249
Mailing Address City		CHAPMAN
Mailing Address Zip Code		67431
Authorized Representative of the District Name		JERRY HODSON
Authorized Representative of the District Position or Title		SUPERINTENDENT OF SCHOOLS
Authorized Representative of the District Email Address		jhodson@usd473.net
Authorized Representative of the District Phone Number		+17859226521
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		lbaier@usd473.net

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

When the pandemic caused us to transition to remote learning in March of last year, we had to adapt to a new way of teaching and learning. We had to provide a remote learning environment for our students and teachers. This caused many issues for our district. We were able to provide devices and internet access to our students but we did not have enough devices to be one to one and the availability of wireless hotspots, chrome books and Ipad from our vendors made it impossible to purchase devices. We have 1104 students in our district and a significant portion of those students struggled with remote learning and we quickly determined that our priority was to get the students back in our buildings and then to do what ever was necessary to keep them in the schools. Once we returned we noticed a significant increase in the need for social supports for the students and the staff. The impact of COVID on our community has been dramatic and often cannot be measured by any type of assessment.

Our custodial staff has done great job of mitigating the in school spread of COVID. The toll that COVID has taken on our equipment is significant and we are seeing a rapid deterioration of our custodial equipment which is caused by COVID mitigation protocols we have in place to keep our students, staff and community safe

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

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

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

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

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

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

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

We would like to fund the following items using the ESSER II funds. We need to add some additional lockers, desks, lunch tables at our schools to allow for more effective social distancing. We also need to purchase new chrome books to distribute to our students to prepare for additional remote learning. We would also like to hire an additional teacher at our MS to decrease class sizes. We transferred one teacher to the MS but we need to add another one to help provide smaller classes and a more personal learning environment for our students. We also need to purchase additional cleaning equipment to more effectively clean our facility to recover from impact of the disinfecting we did during the year

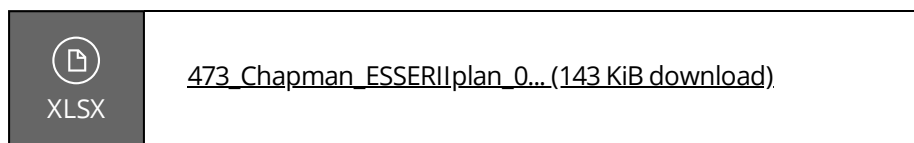
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will be able to decrease our class sizes at the Middle School and provide the teachers with time to work with small groups of struggling students within the school day. In our district we have a difficult time getting students to stay after school due to activities and transportation issues so we have to be creative with our time during the day to provide additional assistance to our struggling students. By adding lockers, mobile devices, lunch tables and desks we will be able to more effectively social distance our students. Our teachers have used Google Classroom and SeeSaw to develop online learning opportunities for students but the lack of devices has made this difficult.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jerry Hodson

Date | 04/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
473	Chapman	May 4, 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
473-1-001	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Extractors to clean up the excess chemical from COVID spraying	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	90072	Per applicant, the district sprays each classroom every night with disinfectant and it sits on the carpet and the district will utilize extractors to maintain the carpet and extend its use.
473-1-002	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Chromebooks for 650 students (\$227,500) and Sonicwall upgrade to improve Mobil device management (\$10,000)	\$ 237,500	\$ 237,500	\$ -	\$ -	\$ -	90058	Per narrative, "(w)e also need to purchase new chrome books to distribute to our students to prepare for additional remote learning." Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
473-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional teacher	\$ 40,500	\$ 40,500	\$ -	\$ -	\$ -	90047	Per narrative, the additional teacher at the middle school will reduce class size.
473-1-004	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Teacher insurance fringe	\$ 5,575	\$ 5,575	\$ -	\$ -	\$ -	90050	Per applicant, ESSER allowable use selected
473-1-005	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Teacher social security	\$ 3,098	\$ 3,098	\$ -	\$ -	\$ -	90051	Per applicant, ESSER allowable use selected
473-1-006	Eligible	Direct Allocation	Instruction	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Additional desks (\$3,000) and additional lockers(\$3,000)	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	90058	Per narrative, additional lockers and desks will allow for more effective social distancing.

473-1-007	Eligible	Direct Allocation	Food Service Operations	Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Additional lunch tables	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	90077	Per narrative, additional lunch tables will allow for more effective social distancing.
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Kansas CommonApp (2020)

1098-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



RVgjzVWD

USD 477 Ingalls - Esser II Plan - March 29, 2021

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Ingalls USD 477

Applicant / Mailing Address

| P.O. Box 99
| Ingalls, KS 67853

Applicant / First and Last Name of Owner, CEO, or Executive Director | Randy Rockhold

Applicant / Email Address of Owner, CEO, or Executive Director | rrockhold@ingallsusd477.com

Applicant / Phone Number | 620-335-5136

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

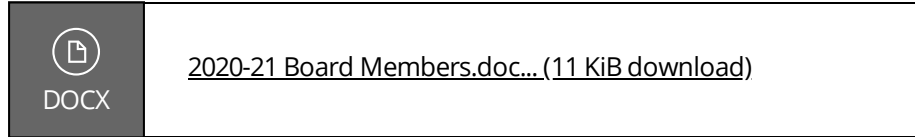
Applicant / Federal EIN (if applicable) | 48-0697684

Applicant / Website Address (if applicable) | <https://www.ingallsusd477.com/>

Applicant / Mission Statement (if applicable)

Ingalls is committed to maintaining the core values of a small rural school with a family-like atmosphere. USD 477 utilizes relevant instruction and shared leadership to provide academic, social, emotional, and character education opportunities. This focus on the whole person enables all school community members to flourish. The Ingalls school community values the individual student, and strives to meet each and every need. Relationships, relevance, responsive culture, and rigor are our priority as we prepare every child for career, vocational, and college success. We will ensure students develop the academic skills, cognitive skills, technical skills, employability skills, civic responsibility, and character necessary to be productive citizens.

Applicant / Board Member List *(if applicable)*



Application details

Full District Name		Ingalls USD 477
District Number		477
Mailing Address Street Address		PO Box 99
Mailing Address City		Ingalls
Mailing Address Zip Code		67853
Authorized Representative of the District Name		Randy Rockhold
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		rrockhold@ingallsusd477.com
Authorized Representative of the District Phone Number		+16203355136
Would you like to additional district representatives to the application?		No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The Communities That Care Survey indicates a significant social/emotional impact on USD 477 students. Of students surveyed 47.8% of our students felt sad or hopeless almost every day for two weeks or more. This is an incidence rate 16.2% higher than the state average. The data also identifies that 21.7% of our students seriously thought about killing themselves during the past year, and 17.4% of our students made a plan to kill themselves. This is 3% and 5.5% higher respectively than the state average. This data drove us to pursue training, and expand suicide awareness, intervention, and prevention strategies and skills. We currently have one counselor that serves all students PreK-12th grade. USD 477 will use ESSER II

funds to hire a full-time social worker to provide needed support. The district will use surveys, a data dashboard that is being developed by SWPRSC, citizenship rubrics, and Fastbridge social/emotional benchmarks to evaluate the effectiveness of interventions. USD 477 will use 36% or \$30,381.00 of our ESSER II funds to offset a portion of the new social worker's salary.

Ingalls USD 477 has reclaimed multiple unused learning spaces to ensure students can be socially distanced. The current need is to improve the indoor air quality in these school facilities, including mechanical and non-mechanical heating, ventilation, air conditioning systems, and filtering purification control systems. It will cost \$53,000.00 to upgrade. We will therefore use 64% of our ESSER II funds to upgrade the mechanical systems to ensure the indoor air quality is adequate.

Does the district have remaining ESSER II funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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.

Ingalls USD 477 will use ESSER II funds to inspection, test, and upgrade HVAC systems that improve the indoor air quality in school facilities. Resources will also be prioritized to address identified social/emotional needs, and learning loss among students within our district.

USD 477 will use ESSER II funds to hire a full-time social worker. This will ensure we have the necessary support to meet the social and emotional needs of our students. USD 477 has also collaborated with Compass Learning to secure counseling services every Wednesday. These services are for students who are currently on the agencies case load as well as for students who have been identified through our student assistance process. The pressure on our counseling program and the identifiable need that students have for social and emotional support has grown exponentially since the onset of the pandemic. USD 477 will use 36% or \$30,381.00 of our ESSER II funds to offset a portion of the new social worker's salary.

Ingalls USD 477 has reclaimed multiple unused learning spaces to ensure students can be socially distanced. Due to this reclamation process the district has been able to transform our Pre-K and Kindergarten learning areas into 2,000 square foot learning spaces. The current need is to improve the indoor air quality in these school facilities, including mechanical and non-mechanical heating, ventilation, air conditioning systems, and filtering purification control systems. The district has three small office areas that need the same upgrades. It will cost \$53,000.00 to upgrade the HVAC systems in these spaces. We will therefore use 64% of our ESSER II funds to upgrade the mechanical systems to ensure the indoor air quality is adequate.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use social/emotional surveys, a data dashboard that is being developed by SWPRSC, grade level citizenship rubrics, student assistance team data, and Fastbridge social/emotional benchmarks to evaluate the effectiveness of our interventions.

The district will have the HVAC systems monitored by Schmidt Heating and Cooling to ensure the new systems are effectively mitigating the impact of the COVID-19 Pandemic. We will continually evaluate attendance data, quarantine, and confirmed COVID-19 positive cases to determine the effectiveness of our interventions.

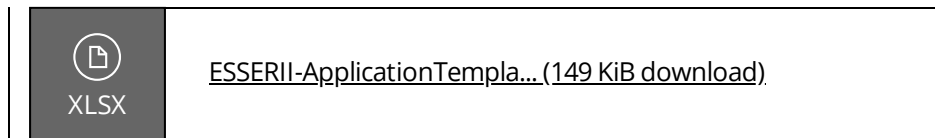
Notes on ESSER II application Excel template:

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Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

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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.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this

transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Randy Rockhold

Date | 03/31/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
477	Ingalls	May 4, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
477-1-001	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	USD 477 currently has one full-time counselor. The counselor cannot adequately support the social/emotional needs of all students PreK-12. USD 477 will hire a full-time social worker to ensure the social/emotional needs of all students are met.	\$ 30,381	\$ -	\$ 30,381	\$ -	\$ -	06-2122-111	Object and Function code completed per applicant's direction.
477-1-002	Eligible	Direct Allocation	Building Improvements	Heating and Cooling System Services	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	USD 477 has reclaimed 4,000 square feet of unused instructional and office space. This space was reclaimed to ensure social distancing could be accommodated. These spaces need upgraded HVAC systems to ensure indoor air quality is conducive to a healthy learning environment.	\$ 53,000	\$ -	\$ 53,000	\$ -	\$ -	16-4700-453	Object and Function code completed per applicant's direction.

Kansas CommonApp (2020)

1067-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



XblGLZmo

479_Crest_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 | Crest USD 479

Applicant / Mailing Address

| P.O. Box 305
| Colony, KS 66015

Applicant / First and Last Name of Owner, CEO, or Executive Director | Leanne Trabuc

Applicant / Email Address of Owner, CEO, or Executive Director | ltrabuc@usd479.org

Applicant / Phone Number | 620-852-3540

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) | 48-0722312

Applicant / Website Address (if applicable) | www.usd479.org

Applicant / Mission Statement (if applicable)

| We, the members of Crest public Schools community are committed to teach our students; To master basic skills (reading, writing, mathematics) To be life-long learners, To be problem-solvers and critical thinkers, To be responsible and productive

workers, To demonstrate integrity, honesty, and fairness, To be effective, self-directed learners.

Fiscal Agent / Name (if applicable) | Leanne Trabuc
Fiscal Agent / Email (if applicable) | ltrabuc@usd479.org
Fiscal Agent / Mailing Address (if applicable)
P.O. Box 305
Colony, KS 66015

Application details

Full District Name | Crest
District Number | 479
Mailing Address | Street Address | P.O. Box 305
Mailing Address | City | Colony
Mailing Address | Zip Code | 66015
Authorized Representative of the District | Name | Leanne Trabuc
Authorized Representative of the District | Position or Title | Board Clerk
Authorized Representative of the District | Email Address | ltrabuc@usd479.org
Authorized Representative of the District | Phone Number | +16208523540
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | swalter@usd479.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.

Crest currently serves 240 PK-12 students. COVID has created noticeable learning loss due to the spring semester shutdown of 2020 as well as 126 students / staff members impacted by quarantine at one time or another throughout the current school year. Remote learning has been provided with fidelity by the staff at Crest. However, remote learning cannot replace the face to face connection and opportunities provided by live instruction and peer interaction. Our district provided meal delivery in conjunction with remote learning services. The district incurred unexpected costs to the effect of technological

infrastructure upgrades (hotspots, Ipads, Chromebooks, network upgrades, etc.), as well as summer food service staffing to create and deliver meals. Social-emotional health has been a focus within the district. While creating remote learning plans, staff has made live streaming available to students and families for instructional needs as well as one-to-one connection between students and staff. It also provides the ability for students to interact with peers and receive mental health therapy via SEK mental health and counselling services within our district.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

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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- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
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- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will use ESSER II funds to implement a 24 day summer school to address learning loss due to students being remote learners due to COVID 19. ESSER II funds will be used to pay two certified teachers, two teacher aides and one bus driver. ESSER II Funds will also be used to pay the fifty percent salaries of two certified teachers to serve students by reducing class sizes which will allow for one on one or small group instruction during the 2021-2022 school term to address student learning loss due to COVID 19. ESSER II funds will be used to purchase research based software to aid in bridging the gap in student achievement levels and purchase chrome boxes that will allow for classrooms to have access to online learning programs and zoom activities. ESSER II funds will be used to acquire individual student tables and desk to replace group learning tables. The individual student desks will allow for student social distancing and promote a safe, learning environment. ESSER II funds will also be used to replace 22 outdated HVAC units with mini-split heat pumps and air conditioners. The new units will improve the air quality of the classrooms and provide a healthier environment for students, staff and patrons.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

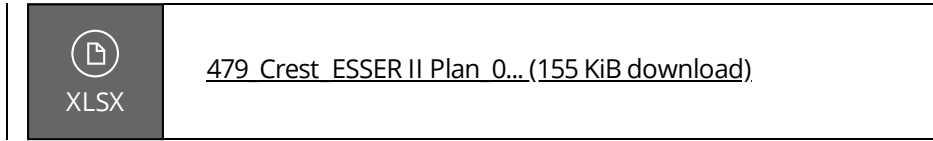
The impact of summer school on student learning will be measured by student assessment tools such as Lexia and Star 360. The impact of the additional one FTE certified teacher instruction to provide additional academic assistance to students will be measured with Lexia, Star 360 and also classroom lesson assessments. The software purchased to aid in academic growth and equipment purchased to allow access to online programs and activities will be assessed through classroom lesson assessment as well as state assessments, Lexia and Star 360. The replacement of HVAC units will be assessed by an improved learning environment provided to students and also reduced absences due to improved air quality. The impact of individual tables and chairs for students will be measured by reduced absences due to reduction of germs and viruses transmitted and by students social distanced which will reduce the number of students being a contact for quarantine.

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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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§200.405 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 | Leanne J Trabuc

Date | 04/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
479	Crest	May 4, 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
479-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Certified teacher salaries for 4.5 hours per day for 24 days of summer school to provide classroom instruction to address learning loss among students.	\$ 4,968	\$ -	\$ 4,968	\$ -	\$ -	32-1000-110	
479-1-002	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Payroll taxes for two certified teachers and two instructional teacher's aides that provide summer school classroom instruction to address learning loss among students	\$ 612	\$ -	\$ 612	\$ -	\$ -	32-1000-220	
479-1-003	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase Chromeboxes and software for the students and classroom to allow for educational interaction between students and their teachers as well as to enhance online teaching resources to enhance and address learning loss in students.	\$ 4,125	\$ -	\$ 4,125	\$ -	\$ -	32-1000-650-210	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.
479-1-004	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase Chromeboxes and software for the students and classroom to allow for educational interaction between students and their teachers as well as to enhance online teaching resources to enhance and address learning loss in students.	\$ 8,375	\$ -	\$ 8,375	\$ -	\$ -	32-1000-650-230	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.
479-1-005	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Two teacher's aides salaries four hours per day for 24 days during summer school to assist students in learning loss.	\$ 3,037	\$ -	\$ 3,037	\$ -	\$ -	32-1000-120	
479-1-006	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus driver salary to provide transportation for summer school students for 24 days.	\$ 900	\$ -	\$ 900	\$ -	\$ -	32-2710-120	

479-1-007	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Bus driver payroll taxes for salary to provide transportation for summer school students.	\$ 69	\$ -	\$ 69	\$ -	\$ -	32-2710-220	
479-1-008	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	Install 22 mini-split heat pump air condition to replace outdated units. The replacement of the outdated units will improve the air quality of the school and provide a safer, more efficient and better equipped schools for our students, staff, and patrons.	\$ 104,939	\$ -	\$ 104,939	\$ -	\$ -	32-2600-460	Sent email to school district for clarification on units. Per email with district, new mini splits are not individual window units. These will replace old units that will be installed to connect with existing duct work, new cooper lines will also be installed
479-1-009	Eligible	Direct Allocation	Instruction	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase of individual tables and chairs for student classrooms to promote social distancing and safe learning environment.	\$ 5,106	\$ -	\$ 5,106	\$ -	\$ -	32-1000-730-230	
479-1-010	Eligible	Direct Allocation	Instruction	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase of individual tables and chairs for student classrooms to promote social distancing and safe learning environment.	\$ 1,902	\$ -	\$ 1,902	\$ -	\$ -	32-1000-730-210	
479-1-011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	12.5 percent of two certified teachers salaries to address learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.	\$ 11,713	\$ -	\$ 11,713	\$ -	\$ -	32-1000-110	
479-1-012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Payroll taxes for 12.5 percent of two certified teachers that addresses learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.	\$ 896	\$ -	\$ 896	\$ -	\$ -	32-1000-220	

479-1-013	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Fringe Benefit for 12.5 percent of two certified teachers that addresses learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.	\$ 1,913	\$ -	\$ 1,913	\$ -	\$ -	32-1000-210	
479-1-014	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Employer KPERS Contribution for 12.5 percent of one certified teacher that addresses learning loss among students during the regular school term by allowing smaller class sizes and utilizing research based math and reading curriculum.	\$ 1,494	\$ -	\$ 1,494	\$ -	\$ -	32-1000-290	

Kansas CommonApp (2020)

1135-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



oWDZeGQp

481_Rural Vista_ESSER II Plan_0329

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 481

Applicant / Mailing Address

414 E Goodnow
Po Box 98
White City, KS 66872

Applicant / First and Last Name of Owner, CEO, or Executive Director | Trish Rhodes

Applicant / Email Address of Owner, CEO, or Executive Director | trhodes@usd481.com

Applicant / Phone Number | 785-349-2964

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0723267

Applicant / Website Address (if applicable) | www.usd481.org

Application details

Full District Name	Rural Vista
District Number	481
Mailing Address Street Address	414 E Goodnow
Mailing Address City	White City
Mailing Address Zip Code	66872
Authorized Representative of the District Name	Trish Rhodes
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	trhodes@usd481.com
Authorized Representative of the District Phone Number	+17853492964
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	irice@usd481.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 481 saw some academic loss because some students struggled to learn over Zoom during the Spring of last year, 2020. We have seen an increase in social-emotional needs throughout the District during this school year. Teachers are reporting more struggles with social-emotional well-being this year. Depression and anxiety have increased for many students. As a small school district all of our students, including special education students have been impacted. Areas we will continue to address are cleaning of the facilities, additional full-time substitute teachers, additional nursing staff, social distancing, and assuring that we have the capability to teach remotely.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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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 anticipate using the rest of these funds to pay for the Substitute teachers, health nurses, and extra custodians.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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.
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- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The District proposes to use the ESSER II funds for the expenses that go with hiring full time substitute teachers, health nurses, extra custodians. Also getting the curriculum that will allow us to teach virtual and in person as needed. It will also help us purchase a extra bus for Hope and one for White City for social distancing purposes.

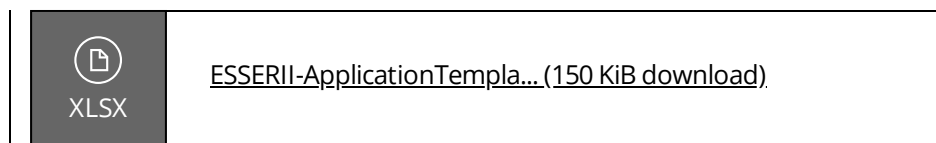
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The goal of the District is to provide in person instruction with the use of ESSER II Funds. The funding of extra personnel, curriculum, and transportation will help meet this goal.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.

- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and 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 | Trish Rhodes

Date | 04/06/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
481	Rural Vista	May 4, 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
481-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Having on site substitute teachers will help with allowing only certain teachers in the classrooms. Cuts down on more contact outside of the District	\$ 79,659	\$ 17,639	\$ 62,020	\$ -	\$ -	07-00-1000-110-03	
481-1-002	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Cleans and sprays disinfectant everyday in each classroom. Extra cleaning/cleaners as needed.	\$ 27,622	\$ 9,343	\$ 18,279	\$ -	\$ -	07-00-2600-120-00	
481-1-003	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Helps contact tracing if needed, organize all the records of students, keep track of ill students.	\$ 25,122	\$ 3,750	\$ 21,372	\$ -	\$ -	07-00-2130-110-00	
481-1-004	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Reading curriculum for Pre-k-5th Grade. Need to update to a curriculum that can go from in school to virtual without any issues.	\$ 31,009	\$ 31,009	\$ -	\$ -	\$ -	07-00-1000-650-00	Sent email for clarification on curriculum. Per email with school district. We have had students in both situations at the same time, remote and in person learning and this curriculum is more conducive to that. Due to Covid students have fallen behind in these areas and there are students with learning loss and gaps. This shows us that we need this curriculum to help the students get caught up to be at their grade level where they should be. Both come with online based learning to help with this. 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.

481-1-005	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Science Curriculum for 5th-7th Grade. Need to update to a curriculum that can go from in school to virtual without any issues.	\$ 10,507	\$ 10,507	\$ -	\$ -	\$ -	07-00-1000-650-00	Sent email for clarification on curriculum. Per email with school district. We have had students in both situations at the same time, remote and in person learning and this curriculum is more conducive to that. Due to Covid students have fallen behind in these areas and there are students with learning loss and gaps. This shows us that we need this curriculum to help the students get caught up to be at their grade level where they should be. Both come with online based learning to help with this. 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.
481-1-006	Eligible	Direct Allocation	Support Services (Instructional Staff)	Other Professional Educational Services	11B. Planning and implementing supplemental after-school programs	This program will serve students in Kindergarten through 8th Grade. This will be an "at risk" program for students that need extra support in school or need a place to be after school. Gives the students to work on school work, practice social emotional skills, and socialize with the other students. Teachers can recommend a student to utilize this program to help fill gaps that formed due to	\$ 9,900	\$ 9,900	\$ -	\$ -	\$ -	07-00-2200-329-00	
481-1-007	Eligible	Direct Allocation	Instruction	Summer School	11A. Planning and implementing summer learning or enrichment programs	Summer school for the students with disabilities, or who has gap from last year when school was canceled due to Covid. This is to try and get them caught up to start the next year at the same grade level as their peers.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	07-00-1000-949-00	
481-1-008	Eligible	Direct Allocation	Student Transportation Services	Equipment	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are needing to add an extra bus for White City. The reason is so we can social distance while students are on the bus.	\$ 52,284	\$ 52,284	\$ -	\$ -	\$ -	07-00-2700-730-00	

Kansas CommonApp (2020)

1266-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



LORAEPgj

491_Eudora ESSER II Plan0406

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	Eudora Public Schools
Applicant / Mailing Address	1310 Winchester Rd.
Applicant / First and Last Name of Owner, CEO, or Executive Director	Steve E Splichal
Applicant / Email Address of Owner, CEO, or Executive Director	stevesplichal@eudoraschools.org
Applicant / Phone Number	7855424910

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)	48-0724326
Applicant / Website Address (if applicable)	www.eudoraschools.org
Fiscal Agent / Name (if applicable)	Eudora Public Schools
Fiscal Agent / Email (if applicable)	jasonoehlert@eudoraschools.org

Fiscal Agent / Mailing Address (if applicable)

1310 Winchester Rd.
Eudora, KS. 66025

Application details

Full District Name	Eudora Public Schools
District Number	491
Mailing Address Street Address	1310 Winchester Rd.
Mailing Address City	Eudora
Mailing Address Zip Code	66025
Authorized Representative of the District Name	Steve Splichal
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	stevesplichal@eudoraschools.org
Authorized Representative of the District Phone Number	+17855424910
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jasonoehlert@eudoraschools.org
Other District Representative 2 Email Address	amyshanks@eudoraschools.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our district has been impacted by the pandemic in many ways. We know that we have experienced learning losses amongst our students. This will undoubtedly create larger numbers of students needing Tier II and Tier III interventions and supports in the coming years. We are finding ourselves moving aggressively to find better resources and materials to help our struggling learners. Our special education students have struggled at times with the lack of consistency especially related to in-person vs. remote learning. Our district understands that the resources and professional development must be in place as we return all students to the classroom in the fall.

There has also be a significant toll on the social-emotional wellbeing of our staff and students as well. We observed higher numbers of both groups needing assistance and support from our mental health staff and counselors. We believe that some of that was born out of the isolation that came with the shutdown a year ago and has been exacerbated by the financial

issues in many of our homes as business and industry shutdown and are only starting to rebound. We also know that while our staff responded in a remarkable manner, they too are experiencing a level of exhaustion that we've never seen before. Finally, we know that there are connectivity gaps within our community. We've tried to create some WIFI zones around our buildings but that does little to support those who struggle financially or who live out in our rural 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 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district will use a balanced approach to our spend. Priority #1 is a focus on supporting a summer academy. The purpose of summer academy is to provide direct instruction to support struggling learners as a means of closing the knowledge gap for elementary learners and credit recovery at the middle school and high school. We plan to purchase district Edgenuity licenses to supplement direct instruction. It is also our intent to provide nursing services to ensure safe operations. The district will address technology shortfalls. We will purchase an additional 130 chromebooks to disperse to students which will make us a completely 1:1 district. We also checked out every device we owned to students and staff. Devices will be returned to the district office and cleaned/disinfected for next year.

We are purchasing new math curriculum with intentional focus on advanced Tier II and Tier III curriculum for our struggling learners. Esser II funding would only be applied to an allowable portion of the overall purchase.

Our district is using obsolete HR and Financial software. This doesn't allow us to function remotely should individuals get quarantined. Central office personnel were quarantined during this past school year. Given our limitations, this caused great concern for continuity of operations when dealing with financial management and personnel operations. We want to purchase new systems that give us greater security, and remote capability.

Our high school needs added space for students and staff to spread out. There are larger classes coming up, making this a must. We intend to take out lockers and utilize that space for additional flexible classroom seating.

Finally, funding will cover sub costs for staff out due to the pandemic. Our substitutes are critical to our overall operation when staff have seen extended absences due to the need to quarantine.

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 hope is that the summer academy will show benefits immediately. Our high school staff believe that we will be able to report a significant number of credits that were recovered at the secondary level. This work will put more students back on track for graduation. Furthermore, we know the summer academy's target support for reading and math will impact not only mastery of missing content, but will also limit the impact of "summer learning loss" that all too often accompanies our students. We believe this approach will have a positive impact on fall screening assessments at the elementary/middle school. We also believe that the new math adoption will help us support our struggling learners and should help us show consistent growth not only amongst our student body, but most importantly our Tier II and III learners.

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 | Steve Splichal

Date | 04/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
491	Eudora	May 4, 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
491-1-001	Eligible	Direct Allocation	Instruction	PURCHASED PROPERTY 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	Allow the District to begin a summer school program designed to help students recover high school credits lost, as a result of in-person instruction due to covid-19. Additionally it will allow our high school to implement a virtual program for students who will remain in a remote learning environment moving forward, due to covid-19.	\$ 86,400	\$ 86,400	\$ -	\$ -	\$ -	9972	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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.
491-1-002	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	3. Providing principals and other school leaders with resources to address individual school needs	Math and Intervention resources and assessments will allow our elementary and middle schools to provide all students with academic support to make up lost instruction and learning due to covid-19. The diagnostic assessments and intervention resources will provide data and instruction to personalize learning for all students.	\$ 70,045	\$ 70,045	\$ -	\$ -	\$ -	9971	
491-1-003	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	3. Providing principals and other school leaders with resources to address individual school needs	Math and Intervention resources and assessments will allow our elementary and middle schools to provide all students with academic support to make up lost instruction and learning due to covid-19. The diagnostic assessments and intervention resources will provide data and instruction to personalize learning for all students.	\$ 27,620	\$ 27,620	\$ -	\$ -	\$ -	9971	

491-1-004	Eligible	Direct Allocation	Instruction	PROPERTY	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Continued support of 1:1 technology initiative in an effort to provide all students with a learning device while both in school and at home.	\$ 70,000	\$ 70,000	\$ -	\$ -	\$ -	9973	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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.
491-1-005	Eligible	Direct Allocation	Support Services (School Administration)	OTHER PURCHASED SERVICES	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	As a result of covid-19, district and administrative staff will require realtime access to business and human resource solutions to continue efficient operations of the District remotely.	\$ 125,000	\$ 125,000	\$ -	\$ -	\$ -	9974	Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actualcurrent/perpetual remote learning circumstances, and/or c) to budget for potential future remote 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.
491-1-006	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Provide summer learning for all students in an effort to make up lost instruction and learning as a result of covid-19.	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	9976	
491-1-007	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	Additional support of nursing staff to ensure best mitigation practices as related to covid-19.	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	9979	
491-1-008	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Properly cleaning and disinfecting 1:1 technology devices to ensure that the best safety practices continue to remain in place as a result of covid-19. Additional cleaning during the summer of approx. 1,800 devices.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	9980	

491-1-009	Eligible	Direct Allocation	Building Improvements	PURCHASED PROPERTY SERVICES	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Expand socially distant learning spaces at the high school, and enhance the learning space environment.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	9975	
491-1-010	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Substitute needs as related to covid-19.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	9977	

Kansas CommonApp (2020)

1315-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

509



QEgoELYI

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | South Haven School

Applicant / Mailing Address

| PO Box 229
| South Haven, KS 67140

Applicant / First and Last Name of Owner, CEO, or Executive Director | Brooke Price

Applicant / Email Address of Owner, CEO, or Executive Director | brookeprice@usd509.org

Applicant / Phone Number | 620-892-5215

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | South Haven School

District Number | 509

Mailing Address | Street Address | PO Box 229, 229 S Kickapoo St

Mailing Address City	South Haven
Mailing Address Zip Code	67140
Authorized Representative of the District Name	Brooke Price
Authorized Representative of the District Position or Title	BOE/District Clerk
Authorized Representative of the District Email Address	brookeprice@usd509.org
Authorized Representative of the District Phone Number	+16208925215
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

South Haven USD 509 is a small rural district in South Sumner County with a current student population of 210 students in grades Prek-12. While the Continuous Learning Plan utilized in the Spring of 2020 kept many students afloat, during that period, nearly 30% of our students were absent or had unpredictable attendance. On the last day of school in May, 25% of our high school students were failing at least one class required for graduation, with some students failing multiple core classes. This was a ten-fold increase from previous years.

The fall 2020 elementary benchmark testing in math and reading indicated a 15% - 25% drop in scores compared with previous years' fall testing. With the lack of real social interaction from March 2020 to September 2020, South Haven students being identified as behaviorally/mentally at-risk increased significantly. Office referrals also rose as well as student absenteeism. This attendance challenge was acerbated by student under quarantine, which during the months of November, December, and January, hovered around 25% of the entire student body... the silver lining being, that a minimal number students tested positive for the COVID virus and were able to learn remotely.

Sadly, an un-proportional high number of low SES families/students (85% of those choosing remote-learning) chose to begin the year in a full remote learning model. The motivation might have been driven by fear of being infected by the virus or possibly the opportunity of receiving free or reduced internet.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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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.

To address the loss of learning created by the pandemic, USD 509 added a full time Title 1 teacher to their staff in the fall of 2020. The district intends to use ESSER II allocation money to pay the salary for this newly created position.

Because of the SEL loss starting in March 2020, South Haven has created a new "Summer Fun" k-12 enrichment program, led by three teachers, to strengthen not only student social/emotional skills but will also include math and reading activities. Bus transportation to/from school will be provided (Bus Drivers and fuel). The 5-week program will be broken down into 2-week segments for K-2 and 3-5 with a field trip schedule on Thursday of each week. Grades 6-12 will consist of only Field Trips and focus primarily on SEL. Currently, 42 South Haven students have registered to participate in the Summer Fun program. Additional summer custodial services will be required for this enrichment program as well teaching materials and supplies. For the 2020-2021 school year, USD 509 intends to use ESSER II funds to pay for staff (certified and classified) sick leave caused by COVID quarantines/isolations along with required substitute teachers caused by COVID. With the need for more intense cleaning, USD 509 was forced to increase their custodial hours in order to address the increased cleaning work load. For sanitization purposes, ESSER II funds are being used for backpack sanitizing sprayers, touchless towel, soap, and hand sanitizer dispensers and additional cleaning supplies (soap, towels, etc.). As the need arises, more PPE equipment may be purchased, i.e., gloves, adult and youth face masks.

Finally, USD 509 intends utilizing ESSER II funds to cover Instructional technology tools required for remote learning, i.e., Chromebooks, iPads, filtering software, Zoom and Seesaw licenses, technology replacement parts.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

South Haven USD 509 will determine the impact of its ESSER II funds on students by monitoring student success using various tools. Attendance will be monitored using both the district's student information system and a tool the district uses to track student quarantines and isolation on a daily basis. With regards to the Summer Fun enrichment program, the district will survey all parents of participating students to measure the effectiveness of this new program and make adjustments accordingly. As the 21-22 school year progresses, the district will actively monitor its student reading and math benchmark tests, Tier II and Tier III student progress

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER 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 | Brooke Price

Date | 04/27/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
509	South Haven	May 4, 2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
509-1-001	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Teacher leave day due to COVID, Quarantine, or reactions from vaccine	\$ 6,810	\$ 6,810	\$ -	\$ -	\$ -	43	
509-1-002	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Title Teacher hired April 2020 for the 20-21 school year to address the needs of students who were forced to remote learn for the remainder of school year 19-20	\$ 39,700	\$ 39,700	\$ -	\$ -	\$ -	43	
509-1-003	Eligible	Direct Allocation	Instruction	Full-Time Substitutes' Salaries for Certified Staff	2. Coordination of COVID-19 preparedness and response efforts	Substitute Teachers hired to sub in classes where teachers who were either home with COVID, quarantine caused by close contact, and for certified personnel to assist classroom students while the quarantined teacher taught from home.	\$ 13,275	\$ 13,275	\$ -	\$ -	\$ -	43	
509-1-004	Eligible	Direct Allocation	Instruction	Temporary Certified Substitutes' Salaries for Certified Staff	11A. Planning and implementing summer learning or enrichment programs	Summer School Teacher Salaries	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	43	
509-1-005	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Teacher Aide days off due to COVID, Quarantine, or reactions from vaccine	\$ 564	\$ 564	\$ -	\$ -	\$ -	43	
509-1-006	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security & Medicare amount for salaries	\$ 5,229	\$ 5,229	\$ -	\$ -	\$ -	43	
509-1-007	Eligible	Direct Allocation	Instruction	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Unemployment benefits	\$ 68	\$ 68	\$ -	\$ -	\$ -	43	

509-1-008	Eligible	Direct Allocation	Instruction	General Supplies and Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School supplies purchased	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	43	COVID relation demonstrated in narrative
509-1-009	Eligible	Direct Allocation	Instruction	SUPPLIES AND MATERIALS	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Puchasing Chromebooks, cases, licenses, along with internet safety/filter software to aid in helping our students remain safe while using the internet for remote learning.	\$ 10,000	\$ 8,727	\$ 1,273	\$ -	\$ -	43	Changed object code per district request. 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.
509-1-010	Eligible	Direct Allocation	Support Services (Students)	SUPPLIES AND MATERIALS	3. Providing principals and other school leaders with resources to address individual school needs	Purchasing Youth mask, adult mask, hand sanitizer	\$ 1,611	\$ 611	\$ 1,000	\$ -	\$ -	43	
509-1-011	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Regular Non-Certified Salaries	7. Purchasing supplies to sanitize and clean LEA and school facilities	Custodial leave day for COVID testing/quarantine/isolation	\$ 84	\$ 84	\$ -	\$ -	\$ -	43	
509-1-012	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Full-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Custodial Salary	\$ 4,800	\$ 4,800	\$ -	\$ -	\$ -	43	COVID relation demonstrated in narrative
509-1-013	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security & Medicare amount for salaries	\$ 388	\$ 388	\$ -	\$ -	\$ -	43	
509-1-014	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Unemployment benefits	\$ 5	\$ 5	\$ -	\$ -	\$ -	43	
509-1-015	Eligible	Direct Allocation	Operation and Maintenance of Plant Services (All except Transportation)	SUPPLIES AND MATERIALS	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing additional cleaning supplies, gloves, disinfectant sprayer due to the pandemic	\$ 5,000	\$ 3,000	\$ 2,000	\$ -	\$ -	43	
509-1-016	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Bus Drivers Routes off due to COVID, quarantine, or reaction to vaccine	\$ 328	\$ 328	\$ -	\$ -	\$ -	43	COVID relation demonstrated in narrative
509-1-017	Eligible	Direct Allocation	Vehicle Operation	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Substitute Bus Drivers	\$ 328	\$ 328	\$ -	\$ -	\$ -	43	COVID relation demonstrated in narrative

509-1-018	Eligible	Direct Allocation	Vehicle Operation	Part-Time Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Route Drivers	\$ 600	\$ 600	\$ -	\$ -	\$ -	43	COVID relation demonstrated in narrative
509-1-019	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School Activity Driver	\$ 600	\$ 600	\$ -	\$ -	\$ -	43	Changed object code per district request.
509-1-020	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security & Medicare amount for salaries	\$ 140	\$ 140	\$ -	\$ -	\$ -	43	
509-1-021	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Unemployment benefits	\$ 11	\$ 11	\$ -	\$ -	\$ -	43	