<table>
<thead>
<tr>
<th>Plan</th>
<th>District Number</th>
<th>District Name</th>
<th>Total Public School Students (FTE)¹</th>
<th>% Students Approved for Free- or Reduced-Price Lunch²</th>
<th>Total Direct and True Up Allocation</th>
<th>Total Requested</th>
<th>% Requested of Total Allocation</th>
<th>Total Eligible</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student (FTE)¹</th>
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<td>1</td>
<td>114</td>
<td>Riverside</td>
<td>581</td>
<td>50%</td>
<td>$497,990</td>
<td>$497,990</td>
<td>100%</td>
<td>$497,990</td>
<td>100%</td>
<td>$858</td>
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<td>2</td>
<td>219</td>
<td>Minneola</td>
<td>247</td>
<td>57%</td>
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<td>$160,709</td>
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<tr>
<td>3</td>
<td>243</td>
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<td>100%</td>
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<tr>
<td>5</td>
<td>330</td>
<td>Mission Valley</td>
<td>430</td>
<td>29%</td>
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<td>$148,561</td>
<td>100%</td>
<td>$148,561</td>
<td>100%</td>
<td>$345</td>
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<tr>
<td>6</td>
<td>350</td>
<td>St John-Hudson</td>
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<td>52%</td>
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<td>$200,781</td>
<td>100%</td>
<td>$200,781</td>
<td>100%</td>
<td>$649</td>
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<tr>
<td>7</td>
<td>371</td>
<td>Montezuma</td>
<td>186</td>
<td>39%</td>
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<td>$125,832</td>
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<td>$125,832</td>
<td>100%</td>
<td>$677</td>
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<tr>
<td>8</td>
<td>381</td>
<td>Spearville</td>
<td>315</td>
<td>24%</td>
<td>$94,388</td>
<td>$94,388</td>
<td>100%</td>
<td>$94,388</td>
<td>100%</td>
<td>$300</td>
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<tr>
<td>9</td>
<td>390</td>
<td>Hamilton</td>
<td>56</td>
<td>77%</td>
<td>$55,081</td>
<td>$55,081</td>
<td>100%</td>
<td>$55,081</td>
<td>100%</td>
<td>$992</td>
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<tr>
<td>10</td>
<td>439</td>
<td>Sedgwick Public Schools</td>
<td>464</td>
<td>38%</td>
<td>$171,220</td>
<td>$171,220</td>
<td>100%</td>
<td>$171,220</td>
<td>100%</td>
<td>$369</td>
</tr>
<tr>
<td>11</td>
<td>448</td>
<td>Inman</td>
<td>392</td>
<td>24%</td>
<td>$142,524</td>
<td>$142,524</td>
<td>100%</td>
<td>$142,524</td>
<td>100%</td>
<td>$364</td>
</tr>
<tr>
<td>12</td>
<td>459</td>
<td>Bucklin</td>
<td>235</td>
<td>52%</td>
<td>$163,882</td>
<td>$163,882</td>
<td>100%</td>
<td>$163,882</td>
<td>100%</td>
<td>$699</td>
</tr>
<tr>
<td>13</td>
<td>475</td>
<td>Geary County Schools</td>
<td>7,206</td>
<td>50%</td>
<td>$6,117,590</td>
<td>$6,117,590</td>
<td>100%</td>
<td>$6,117,590</td>
<td>100%</td>
<td>$849</td>
</tr>
<tr>
<td>14</td>
<td>476</td>
<td>Copeland</td>
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<td>60%</td>
<td>$60,625</td>
<td>$60,625</td>
<td>100%</td>
<td>$60,625</td>
<td>100%</td>
<td>$628</td>
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<tr>
<td>15</td>
<td>495</td>
<td>Ft Larned</td>
<td>820</td>
<td>50%</td>
<td>$552,639</td>
<td>$364,191</td>
<td>66%</td>
<td>$364,191</td>
<td>100%</td>
<td>$444</td>
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<tr>
<td>16</td>
<td>505</td>
<td>Chetopa-St. Paul</td>
<td>362</td>
<td>60%</td>
<td>$391,108</td>
<td>$391,108</td>
<td>100%</td>
<td>$391,108</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12,442</strong></td>
<td></td>
<td><strong>47%</strong></td>
<td><strong>$9,226,245</strong></td>
<td><strong>$9,037,797</strong></td>
<td><strong>98%</strong></td>
<td><strong>$9,037,797</strong></td>
<td><strong>100%</strong></td>
<td><strong>$726</strong></td>
</tr>
</tbody>
</table>

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

Applicant / Mailing Address

1409 Vermont PO Box 49
Elwood, KS 66024

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

John Whetzal

Applicant / Email Address of Owner, CEO, or Executive Director

jwhetzal@usd114.org

Applicant / Phone Number

(913)365-5632

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)

30-0632467

Applicant / Website Address (if applicable)

www.usd.114.org

Application details
USD 114 students have experienced learning loss during the previous school year due to loss and interruption of instructional time from the COVID-19 pandemic. Additionally, USD 114 had 7 pre-school-aged students not attend and 3 K-2 families choose to have instruction delivered remotely as a result of the restrictions. These students are coming back for this school year and we anticipate them being further behind academically than their peers. To counter our issues with academic loss and we have purchased and updated technology and software for our staff and students. We have hired additional teaching staff, classroom support staff, and cleaning staff.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction.

(B) Implementing evidence-based activities to meet the comprehensive needs of students.

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

a. USD 114 has hired the following staff to increase social distancing, address retention and learning loss, and help with cleanliness and sanitizing

i. Two classroom teachers (with benefits)

ii. One part-time and one full-time reading para-professional

iii. Full-time substitute

iv. Additional summer custodian

v. Full-time custodian
USD 114 has purchased or updated the following to help with Remote Learning and student retention or learning loss.

i. 10 - Dell Latitude Teacher Portable Laptops
ii. 10 – Dell Replacement Student Chromebooks
iii. 10 – Macintosh Laptops for Teachers
iv. Student Chromebooks cases
v. Student Chromebook licensing
vi. Total Technology

Programming and Software purchased

i. Sunday System from Windsor Learning for reading program retention gain or loss
ii. Thrillshare fees (school website and communication/notification system)
iii. Fast Bridge student academic and SEL assessment software
iv. Brain Pop student activity software for the classroom
v. Software and licensing total

Other purchases

i. Premium pay of $1000 for all certified and classified employees
ii. Custodial and cleaning supplies

USD 114's activity fund is almost solely funded from gate and concession stand receipts at its activities. We use that money to buy activity equipment, pay scorekeepers, gatekeepers, etc. Spectator attendance was limited or not allowed during the 2020-2021 school year due to COVID-19 restrictions. This resulted in an increased shortfall in that account balance. Consequently, the district had to reimburse that fund to keep the balance positive, as required by state statute.

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 114’s curriculum is data-driven and that data (testing and assessment results) drives our curriculum and decision-making process. We use pre-screeners for students multiple times throughout the school year for our students. Our staff is fully trained to administer and use the Fastbridge assessment system as an academic screener, and perhaps more importantly, as a social/emotional screener (SAEBR) to screen, evaluate, monitor, and respond to our students social/emotional health. Technology-wise, we will use Lexia, IXL, Brain Pop, Career Cruising, and the Sunday System as tools to eliminate academic retention loss with our students. The district updated its website and communication system with Thrillshare to help parents and community members more easily navigate our website while giving the district more efficient and immediate means of communication with the community, students, and parents.

Notes on ESSER II application Excel template:

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

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

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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))


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)

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)

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and
Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC 51001, as appropriate.

Electronic Signature | John Whetzal
Date | 09/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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</thead>
<tbody>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>The COVID-19 pandemic exposed the need for our schools to have additional staff members (2) to allow us to increase social distancing in the classroom by lowering the student/teacher ratio with two exceptionally large classes in particular.</td>
<td>$105,698</td>
<td>$105,698</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<tr>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, an additional Custodian is needed to help improve and maintain the increased frequency of necessary cleaning and sanitization procedures.</td>
<td>$28,080</td>
<td>$28,080</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2600-120-02</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Due to the extra responsibilities staff will need to assume to mitigate learning loss among students, we have agreed to extra duties for certified staff to be funded through Premium pay. (55 staff @ $1,000)</td>
<td>$55,000</td>
<td>$55,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>07-1000-110-02</td>
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<tr>
<td>114-1-004-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Temporarily Certificated Substitute Salaries for Certified Staff</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>The COVID-19 pandemic exposed the need for our buildings to have a full-time substitute ready to work with students in each building to help address an ongoing and exacerbated substitute shortage.</td>
<td>$25,164</td>
<td>$25,164</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio n</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Due to interrupted instruction and learning loss caused by COVID-19, we need one full-time and one half-time Reading Class paraprofessionals to identify and address learning loss and improve literacy skill retention among students.</td>
<td>$31,596</td>
<td>$31,596</td>
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<td>07-1000-120-02</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administr ation</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The COVID-19 pandemic exposed the need for teachers to have updated laptops to help them more efficiently and effectively prepare for and deliver remote SEL and academic instruction to students and families due to quarantines. (12 PC Laptops)</td>
<td>$8,653</td>
<td>$8,653</td>
<td>$ -</td>
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<td>07-2400-700-02</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio n</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The COVID-19 pandemic exposed the need for students to have updated devices to help them more efficiently and effectively receive SEL and academic instruction from teachers and support staff due to quarantines. (12 devices for Elementary)</td>
<td>$3,188</td>
<td>$3,188</td>
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<td>$ -</td>
<td>$ -</td>
<td>07-1000-730-02</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administr ation</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The COVID-19 pandemic exposed the need for teachers to have updated laptops to help them more efficiently and effectively prepare for and deliver remote SEL and academic instruction to students and families due to quarantines. (13 Mac Laptops)</td>
<td>$13,038</td>
<td>$13,038</td>
<td>$ -</td>
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<td>07-2400-700-02</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio n</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The COVID-19 pandemic exposed the need for students to have updated devices to help them more efficiently and effectively receive SEL and academic instruction from teachers and support staff due to quarantines. These Chromebook covers will help to protect the device and extend its use and longevity. (10 devices)</td>
<td>$3,446</td>
<td>$3,446</td>
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<td>07-1000-730-02</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The COVID-19 pandemic exposed the need for students to have updated devices to help them more efficiently and effectively receive SEL and academic instruction from teachers and support staff due to quarantines. Additionally, licensing is required for all student Chromebooks.</td>
<td>$36,596</td>
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<td>$36,596</td>
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<td>07-1000-730-02</td>
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<tr>
<td>114-1-011-19000100</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, custodial overtime is needed due to increased work time.</td>
<td>$13,522</td>
<td>-</td>
<td>$13,522</td>
<td>-</td>
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<td>07-2600-120-02</td>
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<tr>
<td>114-1-012-19000100</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, an additional Custodian is needed during the summer to help deep clean and improve and maintain the increased frequency of necessary cleaning and sanitization procedures.</td>
<td>$12,507</td>
<td>-</td>
<td>$12,507</td>
<td>-</td>
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<td>07-2600-120-02</td>
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<tr>
<td>114-1-013-19000100</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, we need additional cleaning and sanitizing supplies.</td>
<td>$4,696</td>
<td>-</td>
<td>$4,696</td>
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<td>07-2600-610-02</td>
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<tr>
<td>114-1-014-19000100</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Brain Pop is a science resource subscription for primary and intermediate elementary classes. This will be used to address learning loss and improve skill retention.</td>
<td>$3,250</td>
<td>-</td>
<td>$3,250</td>
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<td>07-1000-300-02</td>
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<td>114-1-015-19000100</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Intereducational, Interagency Purchased Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Local academic and SEL assessment testing for our students to determine learning loss due to COVID-19 measure academic gains once students returned to the classroom.</td>
<td>$5,617</td>
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<td>$5,617</td>
<td>-</td>
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<td>07-1000-590-02</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Debt Service Miscellaneous</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students Dues and fees for the district website to maintain immediate information and communication with the parents and community members. This allows us immediate and direct communication with the public and parents to address specific situations that arise due to the COVID-19 pandemic.</td>
<td>$ 5,800</td>
<td>$ 5,800</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students XIL software purchased to allow students in a Remote Learning situation, due to COVID-19 pandemic, access to the school network for classroom assignment submission online.</td>
<td>$ 10,870</td>
<td>$ 10,870</td>
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<td>07-2400-700-02</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructio n</td>
<td>Purchase d Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students The COVID-19 pandemic has caused a large number of our students to fall behind grade level(s) in reading and math. This software was purchased to address the learning loss and retention for our students directly resulting from the COVID-19 pandemic.</td>
<td>$ 22,979</td>
<td>$ 22,979</td>
<td>$ -</td>
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<td>$ -</td>
<td>07-1000-300-02 The name of the software is Sunday System, as per distr</td>
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<td>Eligible Direct Allocation</td>
<td>Instructio n</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities Additional Teachers Social Security Contribution</td>
<td>$ 4,394</td>
<td>$ 4,394</td>
<td>$ -</td>
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<td>Eligible Direct Allocation</td>
<td>Instructio n</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities Additional Teachers Social Security Contribution</td>
<td>$ 3,692</td>
<td>$ 3,692</td>
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<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>Additional Teachers</td>
<td>Unemployment Contribution</td>
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<td>114-1-022-19000100</td>
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<td>114-1-025-19000100</td>
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<td>114-1-026-19000100</td>
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<td>07-2600-250-02</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Group Insurance</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Fringe Package for Additional Custodian</td>
<td>$3,945</td>
<td>$3,945</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Unemployment Contribution for Reading Para-Professional</td>
<td>$20</td>
<td>$20</td>
<td>$ -</td>
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<td>07-1000-250-02</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Unemployment Contribution for Reading Para-Professional</td>
<td>$12</td>
<td>$12</td>
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<td>07-1000-250-02</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Social Security for Reading Para-Professional</td>
<td>$1,491</td>
<td>$1,491</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Social Security for Reading Para-Professional</td>
<td>$926</td>
<td>$926</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Fringe Package for Reading Para-Professional</td>
<td>$3,945</td>
<td>$3,945</td>
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<td>07-1000-210-02</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Fringe Package for Reading Para-Professional</td>
<td>$198</td>
<td>$198</td>
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<td>07-1000-210-02</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium pay for non-certified staff (36 @ $1,000)</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$ -</td>
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<td>07-1000-120-02</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Pay Social Security for Certified Staff</td>
<td>$ 4,207</td>
<td>$ 4,207</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium Pay Social Security for Classified Staff</td>
<td>$ 2,754</td>
<td>$ 2,754</td>
<td>$ -</td>
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<td>07-1000-220-02</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Social Security withholding for Full-Time Substitute</td>
<td>$ 1,735</td>
<td>$ 1,735</td>
<td>$ -</td>
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<td>07-1000-220-02</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Social Security withholding for Custodial Overtime</td>
<td>$ 1,034</td>
<td>$ 1,034</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Social Security withholding for Summer Custodian</td>
<td>$ 957</td>
<td>$ 957</td>
<td>$ -</td>
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<td>07-1000-220-02</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Unemployment withholding for Certified Premium Pay</td>
<td>$ 55</td>
<td>$ 55</td>
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<td>07-1000-250-02</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Unemployment withholding for Classified Premium Pay</td>
<td>$ 36</td>
<td>$ 36</td>
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<td>07-1000-250-02</td>
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<td>114-1-042-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Tuition Reimbursement</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Full-Time Substitute Unemployment Withholding</td>
<td>$23</td>
<td>$23</td>
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<td>114-1-043-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Fringe Package for Full-Time Substitute</td>
<td>$9,345</td>
<td>$9,345</td>
<td>$ -</td>
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<td>07-1000-210-02</td>
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<td>114-1-044-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Tuition Reimbursement</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Custodial Overtime Unemployment Withholding</td>
<td>$14</td>
<td>$14</td>
<td>$ -</td>
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<td>114-1-045-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Tuition Reimbursement</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Summer Custodian Unemployment Withholding</td>
<td>$13</td>
<td>$13</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>114-1-046-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Debt Service &amp; Miscellaneous</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>Document cameras purchased for classroom teachers to give examples online in a Remote Learning environment resulting from the COVID-19 pandemic.</td>
<td>$1,723</td>
<td>$1,723</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2400-800-02</td>
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</tbody>
</table>
The name of the software is Sonday System, as per district
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

| Minneola USD #219

Applicant / Mailing Address

| 111 East Locust

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

| Lance Custer

Applicant / Email Address of Owner, CEO, or Executive Director

| lcuster@usd219.org

Applicant / Phone Number

| 6208854372

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

| Minneola

District Number

| 219
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.

At Minneola USD 219 COVID has impacted all 240 students in some form or another. The biggest area has been the learning loss from students being in and out of school due to either exposure or having COVID. During the end of the year assessments including state assessments, AIMS WEB, and STARR we noticed a large drop across the district. This especially hit hard with students with low SES and IEPs.

We also saw an increase in the emotional impact it had on multiple students in all age groups. This made itself evident with the increase in counsel sessions with students and parent contacts.

One other area has been the increase in financial burden to the district for PPE materials needed for staff and students. There was also an increase in the cleaning supplies needed to help reduce the spread of COVID.

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.


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Minneola ISD 219 plans to utilize the funds in three different areas. The first one is to address the learning loss that has taken place with many of our students. This became very apparent at the end of the 20-21 school year. To help address this we plan to utilize 4 staff inservice days to provide training and allow time for staff to create plans that will be implemented this year. The staff will be paid a premium pay of $100/month for the extra time to create opportunities to address the learning loss due to COVID.

The second area that will be addressed is the use of funds to purchase additional computers and hardware for both students and staff. This will be utilized in the event a student or staff member becomes quarantined due to exposure or contacting COVID. It will also be utilized to provide internet access to families who do not have it at home if they become quarantined and need to remote in for class or complete assignments.

The final area will be to provide PPE for students and staff when needed because of COVID. It will also be utilized to purchase additional cleaning supplies for each individual classroom and sanitization station due to COVID.

In all, the additional ESSER II funds will be used to directly increase the safety of all students and staff in the buildings and address the learning loss that has been identified. It will help to ease the burden of additional supplies needed for cleaning and technology to connect students and staff.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Minneola USD 219 will first look at the learning loss by utilizing state assessments, AIMS WEB, FastBridge, Starr, and other classroom assessments to identify the areas of improvement. We will also track the number of students having access to technology during quarantines and make needed adjustments.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
   • Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
   • Discrimination on the basis of 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))
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)
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)
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:


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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and
assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency. Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

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

Electronic Signature │ Lance Custer
Date │ 09/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
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<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Supplies and equipment for extra cleaning due to COVID.</td>
<td>$ 12,000</td>
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<td>$ 4,000</td>
<td>$ 4,000</td>
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<td>219-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Programs Improvement Services</td>
<td>Instructional Programs</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase technology to provide connectivity between home and school and address learning loss due to COVID. Students are allowed to take Chromebooks home. This cost will allow the district replace 75 Chromebooks @ approx $260 each that were used and damaged last school year and allow us to replace additional chromebooks 35 in FY23 and 30 FY24 in anticipation of potential remote learning due to Covid infection and quarantining as well as the ongoing work of recovering learning loss.</td>
<td>$ 36,709</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>General Supplies and Materials</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>PPE supplies for students and staff due to COVID.</td>
<td>$ 6,000</td>
<td>$ -</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>$ 2,000</td>
<td>07-1000-610-002</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Minneola USD 219 will use ESSER II money to pay employees $100/month for extra time to address learning loss due to COVID. This amount represents the cost of 52 employees, including teaching staff, bus drivers, and janitorial staff to compensate for additional time spent cleaning and/or working with students beyond the school day.</td>
<td>$106,000</td>
<td>$ -</td>
<td>$43,000</td>
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<td>07-1000-110-002</td>
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 Applicant details

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

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Select an Applicant Type
- Unified School District

Applicant / Entity Name
- Lebo Waverly USD 243

Applicant / Mailing Address
- 411 Pearson
  - Waverly, KS 66871

Applicant / First and Last Name of Owner, CEO, or Executive Director
- Corey Reese

Applicant / Email Address of Owner, CEO, or Executive Director
- creese@usd243ks.org

Applicant / Phone Number
- 7857332651

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)
- 48-0724331

Applicant / Website Address (if applicable)
- USD243ks.org

Applicant / Mission Statement (if applicable)
The Mission of USD 243 is to facilitate the academic, social, and personal development of students. USD 243 recognizes its responsibility to teach essential skills which will enhance student's career and vocational opportunities for the future. USD 243 will support the personal growth of students in a manner that will attend to individual needs and lead to the development of responsible productive citizens. A positive school climate which enhances and promotes a healthy self-esteem and sense of accomplishment is central to the philosophy of this statement.

Applicant / Board Member List (if applicable)

Fiscal Agent / Name (if applicable) | Corey Reese, Superintendent
Fiscal Agent / Email (if applicable) | creese@usd243ks.org

Application details

Full District Name | Lebo Waverly
District Number | 243
Mailing Address | 411 Pearson
Mailing Address | Waverly
Mailing Address | 66871
Authorized Representative of the District | Corey Reese
Authorized Representative of the District | Superintendent
Authorized Representative of the District | creese@usd243ks.org
Authorized Representative of the District | +17856300550
Would you like to additional district representatives to the application? | No

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

Covid 19 has had a tremendous negative impact by causing remote learning and learning loss. USD 243 has limited mixing student populations and has been unable to utilize our tiered support systems.
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.


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

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

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Other activities that are necessary 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.
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 243 intends to offer premium pay to all staff in order to incentivize retention. We are seeing difficulty in recruiting and hiring, as well as retirement/resignation of several staff members.

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 243 will track hiring and retention of staff each year for the next 4 years.

Notes on ESSER II application Excel template:

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

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

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

(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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))

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.
(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

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


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)


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

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. 

(B) Implementing evidence-based activities to meet the comprehensive needs of students. 

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. 

(D) Tracking student attendance and improving student engagement in distance education. 

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

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

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

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

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

Certification

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

Electronic Signature | Corey Reese

Date | 09/17/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
**Eligibility Review Recommendation**

<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
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<th>ESSER Allowable Use</th>
<th>Instruction</th>
<th>Intereducational, Interagency Purchased Services</th>
<th>Total Expenditure ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
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<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>243-1-001-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Intereducational, Interagency Purchased Services</td>
<td>USD 243 will pay each employee $1,000 Premium pay. Payment will be made for four consecutive years to employees on November 10th with the typical payroll process.</td>
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<td>196,696</td>
<td>-</td>
<td>75,000</td>
<td>75,000</td>
<td>46,696</td>
<td>1000</td>
<td>District originally requested $300,000. The ESSER II Direct allocation total is $196,696. Per email with district: USD 243 will pay 75 employees $1,000 per year in November with the November payroll each year for the next 4 years. ESSER II Provides the first $196,696 ESSER III will provide the remaining $103,304 required to provide each USD 243 employee $1,000 per year premium pay to support retention of current staff and hiring of new staff. The $103,304 will be included in our ESSER III application when submitted later this school year.</td>
</tr>
</tbody>
</table>
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 311
Applicant / Mailing Address | 206 E Main
| Pretty Prairie, KS 67570
Applicant / Email Address of Owner, CEO, or Executive Director | hedricka@usd311.com
Applicant / Phone Number | 620-459-6241

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 | Pretty Prairie
---|---
District Number | 311
Mailing Address | PO Box 218
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 a rural school district in South Central Kansas serving 310-320 students each year. Our students were negatively impacted when the mandatory shutdown in March of 2020 occurred. Because we are an At-Risk community due to our location (20 miles from the nearest city police department) and the over abundance of low-income housing, many of our students spent their quarantine unsupervised and in environments where, even if they had internet services, school work was the last thing they were going to use internet for. Thus, our data from 2020 to 2021 showed a drop in student performance for both Math and ELA in AIMS Web, STAR Reading, and STAR Math.

In addition, our school counselor continued to “see” students via Zoom who were wanting an outlet during the quarantine. The number of students who communicated sadness, confusion, anger, and depression-like symptoms tripled from February to May. Our counselor was creative with opportunities for students to “gather” online but the participation stagnated before it was completely non-existent. Now that we’re back in-person, our counselor is busier than ever- seeing kids she never met with before for mental health issues.

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 for invoicing on the HVAC units we replaced at the elementary school.

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)
Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

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

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

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

1. Academics

USD 311 plans to utilize ESSER II funds to increase academic opportunity by utilizing software platforms that can serve as diagnostic baseline data and provide prescriptive intervention/enrichment resources. Our current curriculum resources lacked technology components, especially in math, to make lessons interactive. In addition, we will be purchasing internet hot-spots for families without internet.
Our teachers were utilizing machines that did not have webcams and were not able to be mobile and transported to home in the event of a quarantine. We would like to purchase and better computers for our teachers to utilize online applications for streaming their classrooms and/or accommodating more individualized learning requests. They need to be able to record themselves, access multiple screens at one time, input data easily and effectively, etc. The machines they were using were not performing any of those functions regularly or consistently.

We have a large third grade class this year, and to safeguard against COVID, we needed to split the class. We will use ESSER funds to pay for the additional teacher.

2. Social-Emotional
   To respond to the students who have suffered mental anguish from quarantines and isolation, we would like to utilize curriculum that supports the teaching and learning of the social-emotional influence on daily lives.

3. Premium Pay
   To be proactive, our district would like to do a $500 premium pay award to each of our teachers who presents their plan of attack for when/if their classroom and/or individual students has to be quarantined. When the teachers present their plan, with principal approval of expectations and quality assurance, we would like to present them with their premium pay.

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. Academics
   We will be able to track the impact of our software purchases by utilizing the data that comes from dashboards associated with web based software. We want to upgrade our curriculum resources so that we can have more technology based/interactive lessons for the students.

We would like to purchase teacher computers so that our staff can implement new technology purchases into their lesson plans, record themselves for remote learners in quarantine, and connect to Swivel devices, projectors, and TVs.

2. Social Emotional
   We would like to purchase Second Steps, a program to implement in our buildings to help our students work through some of the social-emotional repercussions they are enduring.

3. Premium Pay
   Our teachers will supply their building admins with their plan for accommodating students while a quarantine is in place.

Notes on ESSER II application Excel template:

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

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

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
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[72 FR 3703, Jan. 25, 2007]

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Electronic Signature          | Ashley Anderson
Date                            | 09/20/2021

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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Please describe the expenditures within the account and how they will address a COVID-19 need</td>
<td>$ 18,000</td>
<td>$ 18,000</td>
<td>$ 18,000</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-649-05</td>
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</tr>
<tr>
<td>311-1-002-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Teacher machines capable of handling remote learning, video streaming, etc.</td>
<td>$ 58,000</td>
<td>$ 58,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-650-05</td>
<td>Per narrative: Our teachers were utilizing machines that did not have webcams and were not able to be mobile and transported to home in the event of a quarantine. We would like to purchase and better computers for our teachers to utilize online applications for streaming their classrooms and/or accommodating more individualized learning requests. They need to be able to record themselves, access multiple screens at one time, input data easily and effectively, etc. The machines they were using were not performing any of those functions regularly or consistently.</td>
</tr>
<tr>
<td>311-1-003-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Adding 3rd grade classroom for enrollment increase, Covid concerns,</td>
<td>$ 46,119</td>
<td>$ -</td>
<td>$ 46,119</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-111-05</td>
<td>Per narrative: We have a large third grade class this year, and to safeguard against COVID, we needed to split the class. We will use ESSER funds to pay for the additional teacher.</td>
</tr>
<tr>
<td>311-1-004-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Other</td>
<td>10. Providing mental health services and supports</td>
<td>Social Emotional Curriculum for counselors to implement</td>
<td>$ 10,000</td>
<td>$ -</td>
<td>$ 10,000</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2100-649-05</td>
<td>Per narrative: Social Emotional To respond to the students who have suffered mental anguish from quarantines and isolation, we would like to utilize curriculum that supports the teaching and learning of the social-emotional influence on daily lives. We would like to purchase Second Steps, a program to implement in our buildings to help our students work through some of the social-emotional repercussions they are enduring.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to teachers</td>
<td>$500 premium pay for teachers to supply plans for remote instruction in their classrooms for 21-22</td>
<td>$14,500</td>
<td>$ -</td>
<td>$14,500</td>
<td>$ -</td>
<td>$ -</td>
<td></td>
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</tr>
</tbody>
</table>

Per narrative: Premium Pay

To be proactive, our district would like to do a $500 premium pay award to each of our teachers who presents their plan of attack for when/if their classroom and/or individual students has to be quarantined. When the teachers present their plan, with principal approval of expectations and quality assurance, we would like to present them with their premium pay.
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
- Mission Valley USD 330

Applicant / Mailing Address
- 511 E 2nd Ave
  PO Box 158
  Eskridge, KS 66423

Applicant / First and Last Name of Owner, CEO, or Executive Director
- Tasha Raine

Applicant / Email Address of Owner, CEO, or Executive Director
- traine@mv330.org

Applicant / Phone Number
- 785-449-2297

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
- Mission Valley
USD 330 Mission Valley was able to stay face-to-face during the 2020-2021 school year with the exception of a short period of time during the Fall when the number of quarantined staff made it impossible to operate our school & facilities effectively. The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc.). As a single district who is responsible for providing its own IDEA services, the isolations and quarantines of staff made it very difficult to provide the direct needed services to our students. All students in our district lost out on effective instruction as substitute teachers filled in the best they could when staff was absent.

To support learning loss experienced by our students we offered a 3-week Jump Start program this summer to approximately 45 elementary students who were identified as needing academic support to make up learning loss, as well as, providing social-emotional, sensory, and behavioral support. In addition to the Jump Start program, we held a Kindergarten Bootcamp for 1 week that was specifically designed to get the incoming Kindergarten students prepared for the 2021-2022 school year. Many of these students lost out of learning time in our preschool program during the previous school year. We also served 700+ meals this summer to students.

All of this and more has caused additional funding needs for our district.

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

USD 330 has four primary areas that ESSER II funds will be allocated for. These areas include salaries, instructional equipment, instructional supplies, and technology programs and platforms.
Funds for salaries will be directed to support an interventionist at the secondary level, staff (licensed and classified) who are providing instruction for the elementary Jump Start and Kindergarten Bootcamp, and retention money ($500) for staff who worked for the district during the ongoing pandemic.

Funds for instructional equipment and supplies will directed at technology equipment to support learning both at school and to ensure students have access at home, equipment and supplies for the summer learning opportunities at the elementary, supplies for a redesigned classroom that will be used to support the social-emotional needs of all students by providing them sensory activities to help them focus better on academic and behavioral requirements.

Funds for technology programs and platforms will be directed at continuing to purchase items such as Edgenuity to support the needs of not only struggling learners, but also for credit recovery that occurred, PowerSchool Analytics & Performance, Zoom Platform, and other various programs and platforms to support not only direct learning but also for staff to identify students who are struggling academically or emotionally.

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 academic impact of the ESSER II funds will be able to be observed through utilizing AIMS testing, MAP testing, ACT testing, etc... and then using our new PowerSchool system to house all the student data in one area that will make it easier for teachers/admin to access. In addition impact will be able to be observed by looking at the academic and/or social-emotional growth of students receiving intervention services. The success of the elementary summer programs can be observed through our Kindergarten Readiness scores, as well as, early Fall testing which then can be compared to testing from the 2020-2021 school year.

The impact of hiring an additional custodian to disinfect and clean facilities should reduce student absences due to illness including COVID-19.

The technology programs and platforms will allow for more effective instruction and help teachers track learning and identify problematic areas.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances
Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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))


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)


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)

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:


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Date | 08/30/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Instruction or Direct Allocation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>330-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Equipment/Technology</td>
<td>1B. Any activity authorized by the Individuals with Disabilities Education Act</td>
<td>These expenditures were for the summer enrichment activities planned for Summer 2021 and will be used in future summer programs and other enrichment programs. It included such things as STEM Projects (building, mechanical, and electricity) enrichment kids, motor lab supplies and activities. In addition, expenditures were used to support our new sensory integration room that will be opened Fall 2021 and will be available to all students to assist with regulating behaviors. We also brought in with our connection to Greenbush a Portable Explorations Camp.</td>
<td>Per narrative, The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc...). To support learning loss experienced by our students we offered a 3-week Jump Start program this summer to approximately 45 elementary students who were identified as needing academic support to make up learning loss, as well as, providing social-emotional, sensory, and behavioral support. Funds for instructional equipment and supplies will directed at technology equipment to support learning both at school and to ensure students have access at home, equipment and supplies for the summer learning opportunities at the elementary, supplies for a redesigned classroom that will be used to support the social-emotional needs of all students by providing them sensory activities to help them focus better on academic and behavioral requirements. Per applicant, We had (2) separate summer programs. We held a Jump Start Program and a Kindergarten Bootcamp. The Jump Start Program consisted of 12 staff members and served 40 students. It was held for 12 days (July 19-23, July 26-29, and August 2-5) for 3 hours/day. Staff worked 4 hours/day. The purpose of the Jump Start program was to provide educational support &amp; social-emotional support to students who were identified as needing academic support in Phonics, reading, and math. These students we felt were some of the one most impacted by COVID related issues. We also had counseling staff present.</td>
</tr>
</tbody>
</table>
9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students

USD 330 Mission Valley has used PowerSchool as our Student Information System for years, however one feature we never accesses was the PowerSchool Performance Matters & Analytics program. As we have moved through the COVID-19 pandemic we learned that we needed a platform that could house all of our student testing/assessment data in one central location in stead of being housed all over the place. This $18,000 platform will now allow our admin and teachers to be able access student data much more efficiently in order to quickly identify student growth and areas of concern which will allow us to use it in guided instruction, better identifying at-risk students, and students in need of interventions (academic & social-emotional).

<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction</th>
<th>Supplies Technology Related</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
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<tr>
<td>USD 330 Mission Valley</td>
<td>$40,174</td>
<td>$25,174</td>
<td>$15,000</td>
<td>$ -</td>
<td>$ -</td>
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</table>

35320

Per narrative, The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc...). Funds for technology programs and platforms will be directed at continuing to purchase items such as Edgenuity to support the needs of not only struggling learners, but also for credit recovery that occurred, PowerSchool Analytics & Performance, Zoom Platform, and other various programs and platforms to support not only direct learning but also for staff to identify students who are struggling academically or emotionally.

12. Addressing learning loss among students, including vulnerable populations

These funds will go towards purchasing additional instructional equipment to assist with future summer activities and after school activities to assist with learning loss and social emotional needs of students.

<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction</th>
<th>Property</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>USD 330 Mission Valley</td>
<td>$15,000</td>
<td>$ -</td>
<td>$15,000</td>
<td>$ -</td>
<td>$ -</td>
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</tbody>
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35160

Per applicant, Jump Start Program expenditures (TOTAL = $2415.37)

-Building Set/Building Kit = $28.94
-Intro to Mechanics Physics = $64.85
-Electrical Circuit Learning Kit = $145.10
-Portable Exploration Camp = $2176
-Sensory Integration Room expenditures (TOTAL = $10,291)
-(Custom Expansion Beam = $385.00)
-(Tactile Disc Set = $85.00)
-(Scooter Board Ramp = $364)
-(Carousel Spinner = $157)
-(Rocking Arch = $271)
-(Elastablast = $69.00)
-(Custom Support Structure = $3165)
-(Platform Swing = $190)
-(Cuddle Swing = $227)
-(Sky Sailor = $354)
-(Suspension & Height Adjustment Kit = $600)
-(Steering Wheel Swing = $67.00)
-(Giddle-up Glider Swing = $370)
-(4 folding mats = $868.36)
-(2 Inflatable Exercise Balls= $61.38)
-(Set of 6 Rhino Skin Playground Balls= $58.88)
-(20 inch Beach Ball = $2.66)
-(2 Spin Boards = $207.98)
-(2 Scooter Connect-a-Scooter = $52.90)
-(2 18ft jump ropes = $11.94)
-(2 7ft jump ropes = $6.48)
-(2 Balance Duck Walkers = $27.02)
-(Indestructible Bean Bags = $30.99)
-(6 24inch hoops = $270.24)
-(Storage Trunk for supplies = $162.22)
-(Adjustable Easel = $98.52)
-(Foam Shape Barrels = $669.04)
These funds will be used in two primary ways: 1) provide licensed staff who worked for USD 330 Mission Valley in 20-21 a $250 retention bonus, and another $250 retention bonus for those who return for the 22-23 school year. This is needed in an effort to keep quality staff employed during these hard times. Additionally, $21,000 of these funds will be help to pay for the salary of our EXCEL teacher who will be working with students at the 7-12 level who are in need of credit recovery, Tier 2 interventions (reading/math), as well as other academic and social-emotional support.

Social Security Contributions on the salary expenses of licensed staff

- $4,000

Employee benefit on the additional salary expenses of licensed staff

- $2,000

Group insurance on the additional salary expenses of licensed staff

- $2,500

Per narrative, The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc....). Per applicant, The retention pay for staff was done as part of negotiations and approved by the Board of Education. No retention pay was paid off of the FY21 budget. Retention pay will be paid under the FY22 budget ($250 will be paid to staff who are currently working for USD 330 Mission Valley and were employed during the 20-21 school year) another ($250 will be paid at the end of the 2021-2022 school year for those who are returning for the following year).
These funds will be used in two primary ways: 1) provide classified staff who worked for USD 330 Mission Valley in 20-21 a $250 premium pay, and another $250 premium pay for those who return for the 22-23 school year. This is needed in an effort to keep quality staff employed during these hard times. A portion of these funds will also be used to employ an extra custodian during the school day whose primary purpose is to clean high touch surfaces in order to help mitigate the spread of COVID-19 in our facilities. The premium pay is still subject to Board Approval.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>FY22 Budget 2021-22</th>
<th>FY21 Budget 2020-21</th>
<th>Net Increase 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$35,000</td>
<td>$0</td>
<td>$35,000</td>
</tr>
<tr>
<td>Social Security Contributions on the salary expenses of licensed staff</td>
<td>$3,000</td>
<td>$0</td>
<td>$3,000</td>
</tr>
<tr>
<td>Group insurance on the additional salary expenses of licensed staff</td>
<td>$1,500</td>
<td>$0</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

Per applicant, the retention pay for staff was done as part of negotiations and approved by the Board of Education. No retention pay was paid off of the FY21 budget. Retention pay will be paid under the FY22 budget ($250 will be paid to staff who are currently working for USD 330 Mission Valley and were employed during the 20-21 school year) another ($250 will be paid at the end of the 2021-2022 school year for those who are returning for the following year). The BOE has now approved the retention bonus for all staff (licensed, classified, and admin). Again, no $$ for retentions was provided off of the FY21 budget.
Kansas CommonApp (2020)
2072-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

350_St John Hudson_ESSER II Plan_0903

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 350 St. John

Applicant / Mailing Address

| 505 N. Broadway

Applicant / First and Last Name of Owner, CEO, or Executive Director | Alisa Fisher

Applicant / Email Address of Owner, CEO, or Executive Director | fishera@usd350.com

Applicant / Phone Number | 6205493564

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 | St. John-Hudson

District Number | 350
Would you like to additional district representatives to the application? | No

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

Covid has had a detrimental effect on our students both academically and in their social-emotional well-being. Learning from home for nearly one quarter of the year in March 2020 has been difficult to overcome. We did our best to provide remote learning, but most of us did not know how to do it and many students were not able to participated in a meaningful way for a variety of reasons.

In the fall, we returned to in-person learning. With so many mitigation strategies, frequent quarantines, and offering optional remote learning, school staff members had to put a lot of effort into making learning happen on a daily basis. So much time was devoted to remote learning and mitigation of the virus, that it was nearly impossible to provide the same learning experience for students as it would be in a normal year. Even though we were able to keep school open for the entire 2020-21 school year, learning suffered.

We saw the largest learning loss (or more accurately lack of learning gains) with our youngest readers. For the spring 2021 state assessments for ELA, 27% of our students scored at level 1. There were more students scoring at level one for various groups. 36% of those that qualify for free or reduced meals, 34% of those on an IEP, and 33% of our Hispanic population scored at a level 1. 155 students were tested. 74 of those qualify for F/R meals, 35 are on an IEP, and 33 are Hispanic.

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.


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We will use the funds for technology to provide remote learning as needed and tools for remediation. We will use some of the ESSER II allocation for additional equipment to clean and sanitize the school buildings. Some of the funds will be used to hire additional personnel to work with students within our MTSS program to help address learning loss and help students catch up. We plan to provide a retention payment (premium pay) to staff members to ensure we can keep our talented people that work with our students and keep the school building operational. Our HVAC system needs work in order to function properly to maintain good indoor air quality and proper ventilation and help mitigate the spread of viruses. Some of the ESSER II allocation will be used to staff development for providing academic and social/emotional supports to students.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?
We will utilize data from AimsWeb, state assessments, and the ACT to determine the impact on learning. We use the student risk screening scale 3 times per year to assess social/emotion well-being. The SRSS data will be used to determine the impact on students' social/emotional health.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
• Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
• Discrimination on the basis of 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))
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)


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)


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

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

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

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

**Certification**

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

**Electronic Signature**

| Josh Meyer |

**Date**

| 09/07/2021 |

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>350-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Additional instructional aides to work with students within our multi-tiered system of supports to ensure students are performing at grade level targets in math and reading - particularly for those that missed instruction time due to Covid shutdowns and quarantines.</td>
<td>$ 66,216</td>
<td>$ 22,216</td>
<td>$ 22,000</td>
<td>$ 22,000</td>
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<td>$ -</td>
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<td>350-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Software for remote learning and remediation. This will ensure that students that must be quarantined due to Covid can still learn away from school and also help with remediation of students that have lost instructional time in class due to Covid.</td>
<td>$ 2,166</td>
<td>$ 2,166</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>350-1-003-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Technology equipment to provide remote learning as needed, remediation, and additional instruction. This will ensure that students that must be quarantined due to Covid can still learn away from school and also help with remediation of students that have lost instructional time in class due to Covid. Breakdown on the equipment is $15,502.20 for Chromebooks, $2,550 for charging stations, $10,887.18 for PC computers.</td>
<td>$ 28,939</td>
<td>$ 28,939</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Property</td>
<td>Item Description</td>
<td>Allowable if CDC guidelines are met</td>
<td></td>
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<tr>
<td>350-1-004-20211012</td>
<td></td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Scrubbing machine for cleaning and disinfecting the school buildings because it is important to kill the Covid virus in our building to keep it from spreading.</td>
<td>$8,177</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96</td>
<td>This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)</td>
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<tr>
<td>350-1-005-20211012</td>
<td></td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium pay for staff retention for 82 employees @ $500 plus payroll taxes. This pay is needed to ensure we keep good teachers and staff employed. Covid has created an environment where people are concerned about working in schools. This retention pay will help encourage employees to stay.</td>
<td>$44,000</td>
<td>$ -</td>
<td>$44,000</td>
<td>$ -</td>
<td>$ -</td>
<td>96</td>
<td></td>
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<tr>
<td>350-1-006-20211012</td>
<td></td>
<td>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</td>
<td>HVAC Control system improvements to maintain indoor air quality, improve ventilation, and mitigate the spread of virus in the school building. The current control system does not allow for fresh air intake with our air handling system. An upgrade of this control system will allow for fresh air to be circulated in classrooms in our main building. Good indoor air quality will help mitigate the spread of Covid in our classrooms.</td>
<td>$50,000</td>
<td>$ -</td>
<td>$50,000</td>
<td>$ -</td>
<td>$ -</td>
<td>96</td>
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<td></td>
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<tr>
<td>350-1-007-20211012</td>
<td></td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>Professional development for MTSS and SEL Supports. This will help our staff be able to meet the needs to students that have lost instructional time due to Covid or have experience trauma at home and complicated by extended time at home due to Covid.</td>
<td>$1,283</td>
<td>$ -</td>
<td>$1,283</td>
<td>$ -</td>
<td>$ -</td>
<td>96</td>
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</tr>
</tbody>
</table>
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
Montezuma USD 371

Applicant / Mailing Address
PO Box 355
Montezuma, KS 67867

Applicant / First and Last Name of Owner, CEO, or Executive Director
Jay Zehr

Applicant / Email Address of Owner, CEO, or Executive Director
jay@usd371.org

Applicant / Phone Number
620-846-2283

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)
48-6009674

Applicant / Website Address (if applicable)
usd371.org

Fiscal Agent / Name (if applicable)
Kaylee Coles
USD #371 has approximately 200 students in grades PK-5 & 9-12. All students have been in school, in person during 2020-2021. As a district, we carefully considered the data associated with the academic impact, in particular, the data that may indicate any learning gaps larger than normal. In reviewing the data, we found the following: Our elementary classes had the most severe learning gaps created by the pandemic. When tested upon return in the fall of 2020, our data showed that we had 46% of our students in grades K-3 scoring in the high risk as opposed to 34% in 2019. In grades 4th and 5th, the results showed 40% of our students in the bottom two categories, and finally, in grades 9-12, 13% of our students scored in the bottom two tiers. Looking at the results, we focused the use of our ESSER II funds to hire support staff, in particular, a reading specialist to aid us in closing the identified gaps. At the elementary level, we continue to look at the data and in that process we determined the focus of our summer school to be on the area of reading. We gathered information and data and me to get a plan in place as we move forward. As an administrative team, we have seen the scores of all student progress as in a
normal year. We are confident that if we stay on track, we will continue to see our scores increase while also seeing the at-risk % decline.

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.


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

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

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

The district proposes to dedicate ESSER II funds to partially fund the employment of a School Nurse to address chronic absenteeism, communication with health specialists including KDHE, Gray Co. Health Department, and our local health clinic. The district has never employed a school nurse prior to COVID-19. In addition the district employed a Reading Interventionist Specialist to address the gap in academic learning created by COVID-19, as well as 6 certified teachers for Summer School. The district will also purchase PPE to continue to do what we can to minimize the impact of COVID in the district.

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

The Reading Interventionist will work directly with our teachers and administration to analyze data in comparing prior and current year assessments to address the learning loss of our students due to COVID. Our teacher is also trained in dyslexia and has helped to restructure our summer school program to meet the needs of all students.

Measuring the impact of a school nurse may be difficult. Attendance records, training of staff, and possibly a survey of students and parents as to the effectiveness of a school nurse may be an option. The employment of a school nurse will allow for a direct connection with KDHE and our county health department. The nurse is able to better evaluate and monitor COVID cases and report accurate information to our community in regards to student health and safety.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- 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))

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)

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)
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:
Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Providing mental health services and supports.

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

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

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

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

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUOUS 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  | Jay Zehr
Date                  | 09/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Direct Allocation</th>
<th>Funding Stream</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Notes</th>
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<tbody>
<tr>
<td>371-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>School Nurse Salary $50,214 $50,214 $- $- $- 74-2400-120 Per narrative: School Nurse to address chronic absenteeism, communication with health specialists including KDHE, Gray Co. Health Department, and our local health clinic. The district has never employed a school nurse prior to COVID-19. In addition the district employed a Reading Interventionist Specialist to address the gap in academic learning created by COVID-19, as well as 6 certified teachers for Summer School. The district will also purchase PPE to continue to do what we can to minimize the impact of COVID in the district.</td>
</tr>
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<td>371-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>School Nurse FICA $3,739 $3,739 $- $- $- 74-2400-220 Per narrative: School Nurse to address chronic absenteeism, communication with health specialists including KDHE, Gray Co. Health Department, and our local health clinic. The district has never employed a school nurse prior to COVID-19. In addition the district employed a Reading Interventionist Specialist to address the gap in academic learning created by COVID-19, as well as 6 certified teachers for Summer School. The district will also purchase PPE to continue to do what we can to minimize the impact of COVID in the district.</td>
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<td>371-1-003-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>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</td>
<td>Reading Interventionist Salary $46,934 $46,934 $- $- $- 74-1000-110 Relate to COVID-19; Per CommonApp 46% K-3 students identified as High Risk; Applicant responded via email: adding Interventionist Salary to address the increased number of high risk learners in an effort to close the identified achievement gaps as a result of COVID.</td>
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<tr>
<td>Code</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Description</td>
<td>Amount</td>
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<tr>
<td>371-1-004-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>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</td>
<td>$3,488</td>
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<td>371-1-005-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Group Insurance</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>$7,128</td>
</tr>
<tr>
<td>371-1-008-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>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</td>
<td>$7,128</td>
</tr>
</tbody>
</table>
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.
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
Spearville USD 381

Applicant / Mailing Address
304 E. Ave. B
Spearville, KS 67876

Applicant / First and Last Name of Owner, CEO, or Executive Director
Daryl Stegman, Superintendent

Applicant / Email Address of Owner, CEO, or Executive Director
daryls@usd381.org

Applicant / Phone Number
6203852676

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)
Kayla Rogers

Fiscal Agent / Email (if applicable)
kaylar@usd381.org

Fiscal Agent / Mailing Address (if applicable)
304 E. Ave. B
Spearville, KS 67876
USD 381 Spearville Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER 2 funds to provide a one-time $1500 Premium pay incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, administration, office, nutrition, custodial, maintenance and transportation total 60 employees.

The Pandemic will continue to challenge all of us to provide a safe quality learning environment for all of student during the 2021-2022 school year. At this time the majority of the staff have chosen not to receive the vaccine (for various personal reasons). Some of our students age 12 and older have been vaccinated but many have not and none of the students under 12 are eligible for a vaccination at this time. We will be asking all of our staff to go above and beyond their normal duties and responsibilities to keep our facilities, busses, and learning environments clean and safe for student and staff use. We believe our staff will earn and they deserve this one-time premium pay incentive.

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.


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

The district proposes using the Direct District Allocation money of $1887 to help support the afterschool program. Additional staff is needed to help the students with their learning loss.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will work with the classroom teachers to help monitor the students in the afterschool program and to determine areas of need for the students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
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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-Application Spread... (153 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 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))
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.
(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.
(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

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

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


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)


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:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public 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. 1410 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

Providing mental health services and supports.

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

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Electronic Signature | Daryl Stegman

Date | 09/08/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>381-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to teachers</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium-Incentive pay for additional duties that are imposed upon each employee to protect our students, staff and community against covid-19</td>
<td>$46,000</td>
<td>$-</td>
<td>$46,000</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-100</td>
<td>Per Applicant, Retention incentive payments of $1,500 per staff will be made in December. Row 15 reflects certified staff.</td>
</tr>
<tr>
<td>381-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to teachers</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Premium-Incentive pay for additional duties that are imposed upon each employee to protect our students, staff and community against covid-19</td>
<td>$33,000</td>
<td>$-</td>
<td>$33,000</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-120</td>
<td>Per Applicant, Retention incentive payments of $1,500 per staff will be made in December. Row 16 reflects non-certified staff.</td>
</tr>
<tr>
<td>381-1-003-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitute Salaries for Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Substitutes paid when teachers are out due to quarantine guidelines.</td>
<td>$3,730</td>
<td>$3,730</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-120</td>
<td>Per narrative, The Pandemic will continue to challenge all of us to provide a safe quality learning environment for all of student during the 2021-2022 school year. At this time the majority of the staff have chosen not to receive the vaccine (for various personal reasons).</td>
</tr>
<tr>
<td>381-1-004-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Spearville Afterschool Program</td>
<td>$9,771</td>
<td>$9,771</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-120</td>
<td>Per applicant, the afterschool program to address learning loss related to Covid is daily from 3:30-5. The request reflects actual expenses. Staff serve a range of 20-50 students daily.</td>
</tr>
<tr>
<td>381-2-001-20211012</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Spearville Afterschool Program</td>
<td>$1,887</td>
<td>$1,887</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-120</td>
<td></td>
</tr>
</tbody>
</table>
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**
- Hamilton USD No. 390

**Applicant / Mailing Address**
- 2596 W Road
  - Hamilton, KS 66853

**Applicant / First and Last Name of Owner, CEO, or Executive Director**
- Dedra Stutesman

**Applicant / Email Address of Owner, CEO, or Executive Director**
- dstutesman@hamilton390.net

**Applicant / Phone Number**
- 620-678-3244

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)**
- 48-0698441

**Applicant / Website Address (if applicable)**
- www.hamilton390.com

**Fiscal Agent / Name (if applicable)**
- Dedra K Stutesman
Fiscal Agent / Email (if applicable) | dstutesman@hamilton390.net

Application details

Full District Name | Hamilton

District Number | 390

Mailing Address | Street Address | 2596 W. Road North

Mailing City | Hamilton

Mailing Address | Zip Code | 66853

Authorized Representative of the District | Name | Dedra Stutesman

Authorized Representative of the District | Position or Title | Board Clerk

Authorized Representative of the District | Email Address | dstutesman@hamilton390.net

Authorized Representative of the District | Phone Number | +16206783321

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

Other District Representative 1 | Email Address | mronen@hamilton390.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.

Hamilton, USD 390, has experienced learning loss resulting from the COVID pandemic in the following ways. Our attendance throughout the district has dropped dramatically with absenteeism increasing over 20%. Of course, this has a direct impact on our learning and has created a wide gap that we see mostly in the elementary school in reading. Since our 1:1 initiative was new in 20-21, many of our students were experiencing virtual learning for the first time. This widened the gap even more as kids, parents, as well as teachers were adjusting to a new way of learning. In addition, with our small district, it has become very difficult finding substitutes for both teachers and classified personnel. Therefore, our application will cover some personnel challenges, professional development, cleaning and disinfecting, and some technology/equipment additions.

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.


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

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

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

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

USD 390 will be looking to expand on our virtual efficiency with some equipment and software purchases while also providing professional development for our administration and teaching staff so they are able to use it better. In addition, we would
like to provide some premium pay for our employees who have been going well beyond their normal job description duties to plan and adjust virtual curriculum and to keep their work environment clean. With a new administrator we need to provide some professional development to bring her up to speed in leading our district through this pandemic age and to also provide our entire staff PD in the areas of emotional development of our students.

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

We will use our data from testing to show that we have lessened the gap created by the illness and absenteeism created by COVID. We hope to better monitor our social and emotional growth of our student population and to continue to use state assessments, NWEA scores, and Dibels scores to monitor progress.

Notes on ESSER II application Excel template:

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

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

ESSERII_ApplicationTemplate.xlsx (154 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988; The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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.
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.

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.

The State or subgrantee administers or supervises each project.

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

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.

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.

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.

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.

Records related to compliance.

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$200.303 Internal controls.
$200.305 Payment.
$200.313 Equipment.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:

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

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

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Providing mental health services and supports.

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

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Electronic Signature | Michael Ronen
Date | 09/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<p>| Expenditure ID | Eligibility Review Recommendation | Funding Stream | Function Name | Object Name | ESSER Allowable Use | Expenditure Notes | 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 |
|---------------|----------------------------------|----------------|---------------|-------------|---------------------|------------------|---------------------|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|----------------|-------|
| 390-1-001-19000100 | Eligible | Direct Allocation | Support Services - Instruction | Purchased Professional &amp; Technical Services | 3. Providing principals and other school leaders with resources to address individual school needs | Provide a new K-12 Principal with professional development to assist her in learning how data management tools can help show learning gaps for our students as well as strategies for closing the gap that has been exacerbated by Covid 19, both academically and in the area of attendance. In addition, PD would be provided for direct COVID areas such as cleaning, masking, distancing, and communicating with staff and public. | 2,700 | 2,700 | - | - | - | 07-2200-300-0000 |
| 390-1-002-19000100 | Eligible | Direct Allocation | Support Services - Instruction | Purchased Professional &amp; Technical Services | 10. Providing mental health services and supports | Provide training for staff so they are better equipped to recognize and support the social and emotional needs of our students that have been impacted by Covid 19. | 2,700 | 2,700 | - | $ | - | - | 07-2200-300-0000 |
| 390-1-003-19000100 | Eligible | Direct Allocation | Instruction | Personal Services - Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Due to excessive illness and quarantine from Covid 19, we have a much greater need for substitutes, not only for teaching staff but also for classified staff in the food service and custodial areas. This amount would help pay for this increase in substitute expense. | 4,000 | 4,000 | - | $ | - | - | 07-1000-115-0000 |
| 390-1-004-19000100 | Eligible | Direct Allocation | Operation &amp; Maintenance of Plant | Supplies &amp; Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Purchasing cleaning and disinfecting supplies that are beyond normal, pre-COVID quantities and strength. These supplies would also include masks, face shields, thermometers, and gloves. | 3,000 | 3,000 | - | $ | - | - | 07-2600-610-0000 |</p>
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<th>Code</th>
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<th>Operations &amp; Maintenance of Plant</th>
<th>Other Purchased Services - Instruction Category</th>
<th>Support Services - Instruction Category</th>
<th>Purchased Professional &amp; Technical Services</th>
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<td>390-1-005-19000100</td>
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<td>Instruction Category</td>
<td>Personal Services - Salaries</td>
<td>Other Purchased Services</td>
<td>Operations &amp; Maintenance of Plant</td>
<td>Other Purchased Services - Instruction Category</td>
<td>Support Services - Instruction Category</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>To help combat our 40% staff turnover, due to Covid, rate from last year, we are requesting premium pay for all district employees. This pay is necessary given the increased job related duties that are taking place by our staff responding to the academic, social, and emotional needs of our students during the pandemic. All employees have agreed to and are performing the extra duties. These duties include but are not limited to: increased time and effort to provide academic support, social and emotional support, wellness support, safe transportation, and other unexpected supports. Extra communication with students and families due to virtual learning and illnesses, extra work with data analysis and targeted interventions, an increased development of resources to teach virtually, and the time and effort put out in order to keep our facility clean and safe. Payment would be made as follows: $1,000 for certified employees, $500 for full time classified employees, and $250 for part time classified employees.</td>
<td>$17,000</td>
<td>$17,000</td>
<td>$ -</td>
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<td>07-1000-100-0000</td>
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<td>Other Purchased Services</td>
<td>Operations &amp; Maintenance of Plant</td>
<td>Other Purchased Services - Instruction Category</td>
<td>Support Services - Instruction Category</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Due to excessive turnover (exacerbated by Covid 19), we have 3 brand new teachers in our district, 2 of which are Transition To Teaching candidates. These brand new educators need additional training in classroom teaching, especially virtual teaching when they or their students are under quarantine. These funds would pay for some training for all teachers with additional training for our T2T teachers.</td>
<td>$4,181</td>
<td>$4,181</td>
<td>$ -</td>
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<td>07-2200-500-0000</td>
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<tr>
<td>390-1-007-19000100</td>
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<td>Operations &amp; Maintenance of Plant</td>
<td>Other Purchased Services - Instruction Category</td>
<td>Support Services - Instruction Category</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Currently we have no outside door security system. These funds would provide a system for one door at each building. It would greatly eliminate the traffic from visitors by giving us the ability to view and hear each person before entrance. This allows us to question and / or measure temperatures for all visiting guests to comply with Covid 19 protocols.</td>
<td>$8,000</td>
<td>$8,000</td>
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<td>Other Purchased Services</td>
<td>Operations &amp; Maintenance of Plant</td>
<td>Other Purchased Services - Instruction Category</td>
<td>Support Services - Instruction Category</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Last year COVID funds were used to develop a 1:1 technology program for grades 1-12. This year we would like to add our K and PK students by purchasing some M7 tablets to help them during home study time during sickness and quarantine from Covid. We would need 15 of these. Also, due to enrollment increases we need some extra laptops for our 1-12 grade levels to insure access to instruction during sickness and quarantine from Covid. 20 laptops are needed. Lastly, we have developed 2 virtual teacher labs for use when teachers are teaching virtually with students in the regular classroom. To provide better connectivity and instruction we would like 2 upgraded computers for this lab.</td>
<td>$9,500</td>
<td>$9,500</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-300-0000</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>With absenteeism and quarantines occurring regularly due to Covid, we need to enrich and upgrade our virtual offerings for students to use at home or school during quarantine times. These can also be used for enrichment time for those students who have fallen behind during the past year due to the pandemic. This programming and software will mostly cover reading and comprehension for our elementary school age children as that is the area that encompasses our largest gap. Other topics would include writing, spelling, and grammar.</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-300-0000</td>
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</tbody>
</table>
Kansas CommonApp (2020)
2022-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

USD 439 Sedgwick Public Schools

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** | Sedgwick Public Schools USD 439

**Applicant / Mailing Address**

400 W. 4th St., P.O. Box K
Sedgwick, KS 67135

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Larry Roth, Superintendent

**Applicant / Email Address of Owner, CEO, or Executive Director** | lroth@usd439.com

**Applicant / Phone Number** | 3167725783

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)** | 486004749

**Applicant / Website Address (if applicable)** | www.usd439.com

**Fiscal Agent / Name (if applicable)** | Deniece Richardson
Sedgwick Schools, like other districts across the state, have witnessed a pandemic that has impacted, to varying degree, every student enrolled in our district. The impact of spring 2019 where traditional instruction came to a halt has left our students academically behind. Although our elementary students were in attendance every day during the 20-21 school year, obstacles continued to hamper traditional learning. These barriers included teachers and students wearing masks which impeded visual cues and general hearing altogether. Coupled along with quarantines, at times entire classes, elementary students did not have typical opportunities as in previous years. Students at the secondary level experienced similar challenges. However, secondary students experienced nearly two weeks of remote learning and several weeks of learning through a hybrid. With courses being interrupted and ongoing instructional challenges, secondary students have gaps as well. With the frequent disruptions, all students felt the emotional impact. This holds true for educators as well. As a result, the likelihood of increased anxiety, depression, and other stressors that impacted mental health have increased within our
district population. This has made social and emotional intervention important in moving forward. In addition, the stressors of these past 18 months have made it difficult to retain staff and hire new staff. The impact of academic loss and stressors did not affect all students equally. Students with less resources, at risk for low achievement, or having a disability appear to have been impacted more severely than low risk peers with adequate resources away from school.

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

No

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

The USD 439 plan addressed student needs incrementally in three phases. First, the summer programs are designed to address learning loss that has occurred over the past 18 months. Although the program is available to all students, students who were most at risk were encouraged to enroll in the recovery program. Summer academic opportunities include K-12 resources. In addition to academic resources, counseling (SEL) services are included. The second phase of resources implemented are those that occur during the regular academic day. Recovery programs such as IXL and Amplify will address students on an individual bases and at their own skill level. In addition, general education interventions will be provided to address student needs. School counselors will implement curriculum such as Character Strong to address SEL needs and build and student strengths in building coping skills for recovery from COVID related stressors. The third phase includes three after-school programs. Two of these programs are recovery programs at the elementary and secondary levels. The third program is an ACT recovery program to address academic gaps for high school students as well as the implications of learning loss and access to post-secondary opportunities. In addition to the three phases discussed above additional Chromebooks will be purchased to allow student access to online curriculum as well as aid the district in preparation for possible school closures. The last area to address is the installation of an updated HVAC system for 13 classrooms and the elementary library. At this time, the district is requesting ESSER dollars to cover about 2.5% of the overall cost of the HVAC units and installation. This building project was to improve the quality of air in each classroom.

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 ESSER II dollars will be measured in several areas. First, scheduled district level progress monitors will be used to identify individual student needs and measure the impact of academic recovery. Second, the district will use state assessments as a measure as compared to the past three years scores. Student mental health needs will be monitored by school counselors. SEL curriculum progress and individual student progress will be measured via curriculum and counselors. After-school programs will be measured through participation and academic recovery. Progress via individualized computer based curriculum will also be used to measure progress.

### Notes on ESSER II application Excel template:

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

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 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))
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)
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.
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)

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

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency. Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
<table>
<thead>
<tr>
<th>Electronic Signature</th>
<th>Larry A Roth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>08/18/2021</td>
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Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Elementary Summer Academy (Teachers) The summer academy program is to help address learning loss due to COVID-19</td>
<td>$16,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$ -</td>
<td>$ -</td>
<td>98-1000-110-0</td>
<td>Applicant responded via email: The summer program will include 8 teachers for two two-week sessions (June &amp; July). It's anticipated that 70 students will participate in the program.</td>
</tr>
<tr>
<td>439-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Elementary (Teacher Aides) The summer academy program is to help address learning loss due to COVID-19</td>
<td>$3,400</td>
<td>$1,700</td>
<td>$1,700</td>
<td>$ -</td>
<td>$ -</td>
<td>98-1000-120-2-0</td>
<td>Applicant responded via email: The summer program will include 8 teachers for two two-week sessions (June &amp; July). It's anticipated that 70 students will participate in the program.</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Elementary Summer Academy (Counselor) The summer academy program is to help address learning loss due to COVID-19</td>
<td>$2,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$ -</td>
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<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Character Strong Curriculum - This curriculum has been purchased to address student mental health and social skills academy program This curriculum will be purchased and implemented to address stressors due to COVID experienced over the past 18 months.</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>98-2400-110-2-0</td>
<td>Applicant responded via email: The goal of the Character Strong program includes: Character Strong is a curriculum and professional development training focused on fostering the whole child with vertically-aligned lessons that teach Social Emotional Learning (SEL) and character side-by-side. In response to the pandemic, disruptions in daily routines and the current ongoing stressors, our counselors and administration have recommended using this program as one of the district’s SEL curriculum to help students emotionally cope with and respond to the pandemic. (Allowable use category changed by the applicant from 11B to 10).</td>
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<tr>
<td>Code</td>
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<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports</td>
<td>Character Strong Curriculum - This curriculum has been purchased to address student mental health and social skills academy program. This curriculum will be purchased and implemented to address stressors due to COVID experienced over the past 18 months.</td>
<td>$4,000</td>
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<td>Eligible</td>
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<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Administration will spend some time focusing on professional development strategies to help teachers return to work in the fall. One of the resources we will use is the book Onward, Cultivating Emotional Resilience in Educators by Elena Aguilar and the accompanying workbook. This series is 12 chapters and one for each month beginning in June. Other materials may be purchased to provide emotional/resiliency support to staff as school year 21-22 begins.</td>
<td>$1,350</td>
<td>$-</td>
<td>$1,350</td>
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<td>98-2400-110-2-0</td>
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<tr>
<td>439-1-007-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports</td>
<td>Each educator will be provided a copy of 180 Days of Self-Care for Busy Educators by Tina Boogman. This will be coupled with a virtual presentation from the author to our district staff.</td>
<td>$2,200</td>
<td>$-</td>
<td>$2,200</td>
<td>$-</td>
<td>$-</td>
<td>98-2200-580-2-0</td>
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<td>439-1-008-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>IXL This curriculum product is being used to supplement and support the district’s curriculum. The intention is to use IXL to fill and bridge learning gaps due to COVID</td>
<td>$6,000</td>
<td>$5,000</td>
<td>$1,000</td>
<td>$-</td>
<td>$-</td>
<td>98-1000-644-2-0</td>
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<td>439-1-009-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Secondary Summer Program (teachers) Due to ongoing disruption is learning opportunities, the Sedgwick Junior and Senior high will provide an after-school program to address gaps due to learning loss due to COVID</td>
<td>$8,000</td>
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<td>$8,000</td>
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<td>98-1000-111-2-0</td>
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<td>439-1-010-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Secondary Summer Program (aides) Due to ongoing disruption is learning opportunities, the Sedgwick Junior and Senior high will provide an after-school program to address gaps due to learning loss due to COVID</td>
<td>$3,100</td>
<td>$-</td>
<td>$3,100</td>
<td>$-</td>
<td>$-</td>
<td>98-1000-120-2-0</td>
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<tr>
<td>Code</td>
<td>Program</td>
<td>Description</td>
<td>Budget</td>
<td>Applicant Response</td>
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<tr>
<td>439-1-011-20211012</td>
<td>Direct Allocation Instruction Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations Summer Curriculum Hours - To provide professional learning opportunities to respond to the impact of COVID and learning loss, teachers will be working on and developing strategies to address gaps.</td>
<td>$3,000</td>
<td>Applicant responded via email: Each year, teachers are given the opportunity to continue to develop curriculum over the summer. Teachers are paid up to for 12 hours. This summer, only extra duty pay (summer curriculum hours) was approved if the teacher's intent was to develop curricular strategies for learning recovery. Although it is hard to predict how many teachers will take the opportunity for the curricular work, it is anticipated that about 20 teachers will participate.</td>
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<td>439-1-012-20211012</td>
<td>Direct Allocation Instruction Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations Amplify is a skills boost program designed for students K-6. This program is designed to address foundational skills, targeted instruction, and personalized learning opportunities. This program will be used to address low academic areas to address learning loss due to COVID.</td>
<td>$7,000</td>
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<td>439-1-013-20211012</td>
<td>Direct Allocation Instruction Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations Reflex Math is an adaptive and individualized program for mastering basic math facts. This program will be used with students grades 2-6th grade to address gaps in basic math skills due to learning loss.</td>
<td>$3,000</td>
<td>Applicant responded via email: A total of 40 Chromebooks will be purchased to provide students access to self-paced computer based recovery programs.</td>
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<tr>
<td>439-1-014-20211012</td>
<td>Direct Allocation Instruction Equipment</td>
<td>2. Coordination of COVID-19 preparedness and response efforts Chromebooks will be purchased to allow students to gain access to programs such as IXL, Amplify, and Reflex Math. These devices are intended to help students access programs to identify and facilitate recovery from lost learning opportunities due to COVID. These devices will also serve as access to instruction in the event that USD 439 must return to remote or a hybris model of instruction.</td>
<td>$12,000</td>
<td>Applicant responded via email: A total of 40 Chromebooks will be purchased to provide students access to self-paced computer based recovery programs.</td>
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<tr>
<td>439-1-015-20211012</td>
<td>Direct Allocation Instruction Full-Time Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs Elementary Afterschool Program (Teachers) - This program will be a comprehensive program to extend the learning opportunities for elementary aged students. Both teachers and instructional support staff will be available for student's grades K-6.</td>
<td>$26,000</td>
<td>Applicant responded via email: Four teachers will be involved in the after school program for 90 per day, four days per week for 34 weeks.</td>
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12. Addressing learning loss among students, including vulnerable populations

As a result of lost and disrupted learning opportunities, Sedgwick High School administration and teachers have developed an ACT recovery program. This program will address learning gaps, measurements, topic specific learning opportunities, and test taking strategies to limit learning loss on ACT scores.

Elementary Afterschool Program (Supplies) - This program will be a comprehensive program to extend the learning opportunities for elementary aged students. Both teachers and instructional support staff will be available for student's grades K-6.

Premium Pay Teachers ($500) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.

Premium Pay Para Educators ($500) This pay was intended as retention pay and hazard pay for the school nurse due to serving while the potential exposure was significantly higher that other staff as well as committing to work for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.

Hazard Pay Nurse $1000 This pay was intended as retention pay and hazard pay for the school nurse due to serving while the potential exposure was significantly higher that other staff as well as committing to work for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.

Applicant responded via email: The anticipated number of teacher aides receiving the premium pay is 6. Payment will be made in the fall 2021.

Applicant responded via email: The anticipated number of teachers receiving the premium pay is 32. Payment will be made in the fall 2021.
| Direct Allocation | Support Services (Students) | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay (School Counselors) $500 This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 1,000 | $ - | $1,000 | $ - | $ - | 98-2100-110-2-0 | Applicant responded via email: The anticipated number of school counselors receiving the premium pay 2. Payment will be made in the fall 2021. |
| Direct Allocation | Support Services - School Administration | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Building Secretaries $550 This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 1,000 | $ - | $1,000 | $ - | $ - | 98-2400-120-2-0 | Applicant responded via email: This pay is intended hazard pay for 1 school nurse. Payment will be made in the fall. |
| Direct Allocation | Support Services - School Administration | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Board Clerk & Accounts Payable12 Month ($750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 1,500 | $ - | $1,500 | $ - | $ - | 98-2500-250-2-0 | Applicant responded via email: The anticipated number of school secretaries receiving the premium pay 2. Payment will be made in the fall. |
| Direct Allocation | Vehicle Operation | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Bus Driver’s Salaries ($550) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 3,500 | $ - | $3,500 | $ - | $ - | 98-2710-120-1-0 | Applicant responded via email: The anticipated number of bus drivers receiving the premium pay is 7. Payment will be made in the fall. |
| Direct Allocation | Instruction | Temporary Certified Substitute Salaries for Certified Staff | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Full Time Substitutes ($550) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 1,000 | $ - | $1,000 | $ - | $ - | 98-1000-115-0-0 | Applicant responded via email: The anticipated number of full time substitute teachers receiving the premium pay is 2. Payment will be made in the fall. |
| Direct Allocation | Support Services - Instruction | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Technology Director 12 month ($750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 750 | $ - | $750 | $ - | $ - | 98-2200-120-1-0 | Applicant responded via email: One of 12 month district level technology director will be receiving the premium pay in the fall. |
| Direct Allocation | Operation & Maintenance of Plant | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Custodians 12 month ($750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 4,500 | $ - | $4,500 | $ - | $ - | 98-3100-120-0-0 | Applicant responded via email: The anticipated number of 12 month custodians receiving the premium pay is 6. Payment will be made in the fall. |
| Direct Allocation | Food Services Operations | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Food Service Workers ($500) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | 2,500 | $ - | $2,500 | $ - | $ - | 98-3100-120-0-0 | The anticipated number of cooks receiving the premium pay is 7. Payment will be made in the fall. |
| 439-1-029-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Premium Pay Curriculum Director 12 months ($750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021. | $750 | $ - | $750 | $ - | 98-2200-110-1-0 | Applicant responded via email: The Curriculum Director will be provided premium pay this fall. |
| 439-1-030-20211012 | Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11B. Planning and implementing supplemental after-school programs | Elementary Afterschool Program (Para Educators) - This program will be a comprehensive program to extend the learning opportunities for elementary aged students. Both teachers and instructional support staff will be available for student's grades K-6. | $6,500 | $ - | $6,500 | $ - | 98-1000-120-2-0 | Applicant responded via email: Four Teachers will be involved in the after school program. It is anticipated. The program will be provided four days a week for 90 minutes. |
| 439-1-031-20211012 | Eligible | Direct Allocation | Operation & Maintenance of Plant | 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 | Elementary HVAC - The district paid $850,000 to replace window units in the elementary school. In part, this was done to improve the air quality in the classrooms to prevent the Spread of COVID-19. | $19,670 | $ - | $19,670 | $ - | 98-2600-720-2-0 | Applicant responded via email: The HVAC project began May 24th and will be completed July 30th with the anticipated cost of approximately $850,000. Other funds used for the project are from Capital Outlay funds. Window units were placed with a central HVAC system. This is a capital improvement and requires the necessary paperwork. Allowable if CDC guidelines are met. |
 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  |  Inman USD 448
Applicant / Mailing Address
119 S. Main
Inman, KS 67546
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Scott Friesen
Applicant / Email Address of Owner, CEO, or Executive Director  |  sfriesen@usd448.com
Applicant / Phone Number  |  620-585-6441

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)  |  48-0698442
Applicant / Website Address (if applicable)  |  https://www.usd448.com
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

It is difficult to know all of the impacts that COVID-19 has had on the students in our district. We do know that it was a challenging year for our students, staff, and community. Learning was affected due to limits that barriers that were part of learning style and COVID protocols. Teachers were limited in what they could use to present information to our students. There was less social interaction between students, limited group work, and a lack of field trips. There were also many challenges faced with the requirement that everyone work mask.

Our district has 400 students in Pre-K through 12th grade. We felt fortunate that we were able to offer in person learning to our students for the majority of our school year. Out of the 169 student contact days scheduled for the 2020-21 school year, 152 days were in person and 17 days were remote learning. Approximately 8% of our students chose the remote learning option provided by our district. Those students that chose to do remote learning were not able to fully achieve the benefits of face-to-face instruction. Being at home provided additional challenges for students who were sometimes monitored by an adult while other times they were not. Students that chose face-to-face instruction in the classroom also faced impacts on their learning due to the many safety protocols that were in place.

We do not think that there was a disproportionate impact on any special population 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.


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

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

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

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

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

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

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

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

The district plans to use some of the funding to improve the math curriculum in the 7-12 building. This will be done with the purchase of new math textbooks. The new textbooks are not only an update to meet current state standards, they provide
the capability to access all of the material online. The building is a 1:1 Chromebook building. In the case where students would be required to learn remotely, all textbook material will be accessible, benefitting 50% of our student body or approximately 200 students.

This past summer, we increased the length of our summer school and also expanded on the number of students that participated. We provided an option of summer school to students in grades k-12. We had 9.5% of our students (37) participate in a three-week summer school. We used four certified staff members and 6 paras during the three-week period. We plan to continue this in the future.

We also plan to increase our technology support to provide more seamless instruction to our students that may need to be at home. We plan to contract with a company to provide additional tech support to our students and staff. This added support will hopefully limit the challenges that we faced when providing remote learning for our students due to COVID. This added technology support will benefit all of our students and staff.

USD 448 feels that retaining experienced, trained staff is an important factor that allows us to maintain the operation of continuity in our adopted programs. The district plans to provide Premium Retention Pay for certified staff, classified staff, and administration. We would like to give each staff member $1,000 which would equal $80,000.

We also plan to use additional nurse services during the school year to assist our buildings with COVID related situations.

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 collaboration time between staff to follow up on the impact of the ESSER II funding. This will be done by teams of: Admin, Building Teams/Leaders, Grade Level Teams.

The district will be able to monitor student achievement scores from 1) State Assessments, 2) NWEA Testing, 3) ACT Scores. This will provide ongoing data to monitor our students. We will also be able to track the participation and grades of the students attending our summer school. This data will allow us to make adjustments as needed to improve our instruction.

Continuing to maintain an experienced, trained staff will be monitored by the turnover that we experience each year. This past year, we only had to replace one certified staff position.

We continually evaluate our technology support and will keep doing this with the additional support that we hired for this year.

Notes on ESSER II application Excel template:

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

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-ApplicationTemplate.xlsx) (153 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 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))


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)


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.
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. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

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:


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

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

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

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

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

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
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<th>Notes</th>
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<tbody>
<tr>
<td>448-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>We are planning on using Premium Pay for the retention of certified and classified staff for the 2021-22 school year. We have 74 staff members and plan to give each one $1,000. This would equal $74,000.</td>
<td>$74,000</td>
<td>$74,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>07-00-1000-110-2, 07-00-1000-120-2</td>
<td>Applicant responded via email: The total of 74 employees includes certified and classified. The Premium Pay payment would be given to staff members on November 15, 2021.</td>
</tr>
<tr>
<td>448-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School. We had summer school to help students close the achievement gap due to COVID. We had 37 students attend half-day sessions for three weeks. We had seven staff members work summer school.</td>
<td>$11,200</td>
<td>$11,200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>07-00-1000-110-2, 07-00-1000-120-2</td>
<td>Applicant responded via email: Summer School 2021 reimbursement. We had summer school to help students close the achievement gap due to COVID. We had 37 students attend half-day sessions for three weeks. We had 4 certified teachers and 6 paras work summer school this past year. Total payment made to the 10 employees was $11,200.</td>
</tr>
<tr>
<td>448-1-003-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>We ordered new math textbooks for grades 7-12. This will allow students to have updated material and will also allow for online access to the textbook material in case we need to adjust learning due to COVID. This will impact about 50% of our district enrollment or approximately 200 students.</td>
<td>$9,900</td>
<td>-</td>
<td>$9,900</td>
<td>-</td>
<td>-</td>
<td>07-00-2600-610-2</td>
<td>Preparing for COVID-19.</td>
</tr>
<tr>
<td>448-1-004-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Purchased Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>We are contracting with an company to provide additional weekly technology support for our students and staff. This added support will all our students to limit the number of interruptions to their learning during in person learning as well as remote learning that could be caused by COVID.</td>
<td>$40,000</td>
<td>-</td>
<td>$40,000</td>
<td>-</td>
<td>-</td>
<td>07-00-2580-300</td>
<td>Preparing/Responding to COVID-19 learning loss</td>
</tr>
<tr>
<td>448-1-005-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Other Purchased Services</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>We are wanting to hire additional nursing subs for our buildings to assist with additional health protocols due to COVID.</td>
<td>$7,424</td>
<td>-</td>
<td>$7,424</td>
<td>-</td>
<td>-</td>
<td>07-00-2134-300-2</td>
<td></td>
</tr>
</tbody>
</table>
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 459 Bucklin Schools

Applicant / Mailing Address
PO Box 8
Bucklin, KS 67834

Applicant / First and Last Name of Owner, CEO, or Executive Director
Emily Evans

Applicant / Email Address of Owner, CEO, or Executive Director
eevans@usd459.org

Applicant / Phone Number
620-826-3828

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
Bucklin

District Number
459
COVID-19 has impacted the students of USD 459 in terms of learning loss and social-emotional impact. While schools were closed, in the form of surveys, students expressed concerns of depression and sadness due to not being in class. When classes and activities resumed, student concerns shifted to not having family and friends able to attend activities. Discipline issues increased.

Learning loss was prevalent in the elementary and middle school where teachers worked double time to catch up for what was lost or not retained during remote learning.

District-wise, COVID-19 has increased costs for transportation, custodial, and furniture/fixtures. Due to social distancing, we added an extra bus route, and for activities, we used more vehicles to transport students. We also switched classroom furniture from tables to desks in order to address social distancing. The need for disinfecting surfaces every day increased custodial costs. Lastly, COVID-19 has led our district to staffing concerns. We lost several teachers, substitutes, and a custodian this past year.

The district only has our ESSER I SPED funds left. USD 459 plans to pass the funds onto SKACD 613 to help address the learning loss experienced by the students served within our district.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


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

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

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

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

USD 459 plans to use the ESSER II allocations to address learning loss, social/emotional needs, transportation needs, custodial needs, and staffing issues.
To address learning loss, we plan to purchase curriculum, supplemental items to enhance curriculum (Reflex and iStation Math & Reading), and assessment/testing subscriptions such as Fastbridge and Fast Forward.

Social/emotional needs is a big focus for USD 459 and we plan to buy a new social/emotional curriculum for PK-12. It will be Core Essentials Learning for the elementary and Character Strong for the middle school and high school.

To address transportation needs and social distancing guidelines, USD 459 would like to purchase a transport/passenger vehicle for route/activity use.

To address staffing issues, USD 459 plans to pay our SKICAN fees which gives us the ability to offer classes via ITV that we cannot offer in-house. We also would like to use funds for paying the salary and benefits of a daily, in-house substitute teacher.

Lastly, USD 459 plans to use ESSER II funds to address custodial needs by buying supplies and hand sanitizer.

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

The majority of the ESSER II direct allocations are to address learning loss and staffing issues. The impact of these funds will be determined by state assessments and Fastbridge 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

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

**Local Education Agency (LEA) Assurances**

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

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

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

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

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


Discrimination on the basis of 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))


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)


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)

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

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

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

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

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Providing mental health services and supports.

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

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

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

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

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

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUOUS 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   | Emily K. Evans
Date                  | 09/04/2021

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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitute Salaries for Certified Staff</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Salary for a daily, long-term substitute; substitute shortage</td>
<td>$40,037</td>
<td>$40,037</td>
<td>$40,037</td>
<td>$40,037</td>
<td>$40,037</td>
<td>10</td>
<td>Per narrative, Lastly, COVID-19 has led our district to staffing concerns. We lost several teachers, substitutes, and a custodian this past year.</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Group health insurance for long-term substitute; substitute shortage</td>
<td>$4,963</td>
<td>$4,963</td>
<td>$4,963</td>
<td>$4,963</td>
<td>$4,963</td>
<td>10</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Instructional Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Provide HS classes that are not offered by in-house certified class; staff shortage</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td>10</td>
<td>Per narrative, Lastly, COVID-19 has led our district to staffing concerns. We lost several teachers, substitutes, and a custodian this past year. To address staffing issues, USD 459 plans to pay our SKICAN fees which gives us the ability to offer classes via ITV that we cannot offer in-house. Classes include algebra, spanish, art.</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Instructional Programs Improvement Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Fastbridge subscription - address and assess learning loss and student level. Provides intervention data</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>10</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Programs Improvement Services</td>
<td>Instructional Programs Improvement Services</td>
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<tr>
<td><strong>459-1-005-20211012</strong></td>
<td>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</td>
<td>Fast Forward subscription - address learning loss and reading and language needs of Tier II and Tier III students. Provides intervention data.</td>
<td>$3,000</td>
<td>$ -</td>
<td>$3,000</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td><strong>459-1-006-20211012</strong></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>iStation subscription - to supplement curriculum, address learning loss and provide intervention data</td>
<td>$7,266</td>
<td>$ -</td>
<td>$7,266</td>
<td>$ -</td>
<td>$ -</td>
<td>10</td>
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<tr>
<td><strong>459-1-007-20211012</strong></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Reflex subscription - to supplement curriculum, address learning loss and provide intervention data</td>
<td>$2,975</td>
<td>$ -</td>
<td>$2,975</td>
<td>$ -</td>
<td>$ -</td>
<td>10</td>
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<tr>
<td><strong>459-1-008-20211012</strong></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Savaas ELA Curriculum for 1st and 2nd Grade; address learning loss.</td>
<td>$7,820</td>
<td>$ -</td>
<td>$7,820</td>
<td>$ -</td>
<td>$ -</td>
<td>10</td>
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<tr>
<td><strong>459-1-009-20211012</strong></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Savaas Social Studies Curriculum for 3rd and 4th grade; address learning loss.</td>
<td>$3,855</td>
<td>$ -</td>
<td>$3,855</td>
<td>$ -</td>
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<td>10</td>
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<tr>
<td><strong>459-1-010-20211012</strong></td>
<td>10. Providing mental health services and supports</td>
<td>Character Strong Curriculum for grades 6-12; address social-emotional needs</td>
<td>$2,798</td>
<td>$ -</td>
<td>$2,798</td>
<td>$ -</td>
<td>$ -</td>
<td>10</td>
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</tbody>
</table>

Per narrative, COVID-19 has impacted the students of USD 459 in terms of learning loss and social-emotional impact. While schools were closed, in the form of surveys, students expressed concerns of depression and sadness due to not being in class. When classes and activities resumed, student concerns shifted to not having family and friends able to attend activities. Discipline issues increased.
| 459-1-011-20211012 | Eligible | Direct Allocation | Social Work Services | Other Professional Services | 10. Providing mental health services and supports | Core Essentials Curriculum for grades PK-5; address social-emotional needs | $ | 227 | $ | - | $ | 227 | $ | - | 10 | Per narrative, COVID-19 has impacted the students of USD 459 in terms of learning loss and social-emotional impact. While schools were closed, in the form of surveys, students expressed concerns of depression and sadness due to not being in class. When classes and activities resumed, student concerns shifted to not having family and friends able to attend activities. Discipline issues increased. |
| 459-1-012-20211012 | Eligible | Direct Allocation | Operation & Maintenance of Plant | Supplies & Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Cleaning supplies; to clean and disinfect the school | $ | 1,441 | $ | - | $ | 1,441 | $ | - | 10 | Per narrative, District-wise, COVID-19 has increased costs for transportation, custodial, and furniture/fixtures. The need for disinfecting surfaces every day increased custodial costs. |
| 459-1-013-20211012 | Eligible | Direct Allocation | Instruction Supplies & Materials | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Hand sanitizer contract; to stop the spread of the virus | $ | 6,500 | $ | - | $ | 6,500 | $ | - | 10 | Per narrative, To address transportation needs and social distancing guidelines, USD 459 would like to purchase a transport/passenger vehicle for route/activity use. |
| 459-1-014-20211012 | Eligible | Direct Allocation | Monitoring Services (includes school buses) | Vehicles (includes school buses) | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | New transport van to help transport students on route or activity to help comply with maintaining social distancing guidelines | $ | 50,000 | $ | - | $ | 50,000 | $ | - | 10 | Per narrative, To address transportation needs and social distancing guidelines, USD 459 would like to purchase a transport/passenger vehicle for route/activity use. |
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 | Geary County USD475
Applicant / Mailing Address
| 123 N. Eisenhower Drive, Junction City KS 66441
Applicant / Email Address of Owner, CEO, or Executive Director | ardenacarlyon@usd475.org
Applicant / Phone Number | 7857174012

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 | Geary County Unified School District
District Number | 475
Mailing Address | Street Address | 123 N. Eisenhower Drive
Mailing | City | Junction City
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.

1. Students at risk of grade level failure: Due significant loss of instructional time, from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students received a grade of “F” for the FY21 academic school year. As a practice USD 475 does not retain students; therefore, the district will need to ensure elementary students are on grade level each year.

2. Underperformance in ACT: Junction City High School (JCHS) Students are performing below the State’s average.

<table>
<thead>
<tr>
<th>Year</th>
<th>JCHS Scores</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>20.4</td>
<td>21.6</td>
</tr>
<tr>
<td>2019</td>
<td>19.9</td>
<td>21.1</td>
</tr>
<tr>
<td>2020</td>
<td>19.1</td>
<td>20.4</td>
</tr>
</tbody>
</table>

3. Transitional Academic Loss: The district is experiencing academic gaps in the transitional grades.

4. Additional Support for 21-22 Graduates: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID 19.

5. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3.

6. Attendance: Data indicates students in Tier 2 and Tier 3 are chronically absent. Students missed over 5% of the total school days. Current data demonstrates 29% of students are in the Tier 2 and 3 criteria.

7. Increased Parental Engagement: Due to COVID fear and restrictions, the district experienced a slide in parental engagement in the schools.

8. Remote Learners Returning to In-person Learning: Address social, emotional, and learning (SEL) needs of students lacking personal interactions with peers and school staff due to COVID.

Does the district have remaining ESSER III 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 funds will be spend on paying the last of the FY21 summer school expenses, training staff on pandemic protocols, enhanced cleaning of buildings, and replacement of technology due to damage sustained during remote learning.

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


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

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

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

- Provide After School, Saturday School and Summer School programs for elementary students who have not mastered current year academic standards. The district will utilize current grades and the Fast Bridge screener to identify students and recommend and implement strategies.
- Extend the academic calendar to identify additional time for instruction for students experiencing achievement deficits due to COVID.
  - Offer evening classes, weekend classes, night school options at the secondary level.
- Provide oversight and training for the district's assessment and MTSS processes.
- Provide two one-week ACT Bootcamps for students. Offer an ACT Preparation course as an elective for Sophomores, Juniors and Seniors.
- Provide summer student transition program (in addition to summer school).
- Purchase Literacy and Math resources.
- Professional development for administrators and teachers on literacy and Math materials purchased.
- Replace all student damaged technology.
- Purchase protective masks, hand sanitizer and other safety items.
- Hire two truancy officers to support schools with student attendance issues. Will work with local authorities to enforce daily school attendance.
- Provide truancy parenting classes.
- Purchase literacy and math resources that meet the academic needs of all students. Provide professional development for administrators and teachers on materials.
- Hire part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, etc.
- Provide for a health care provider in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids).
- Provide training for nursing staff and hire additional staff to provide COVID19 testing for staff and students.
- Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.
- Purchase Behavioral-social-emotional resources to address/support student behaviors and a lack of socialization.

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

Assessments: The district will analyze various assessments (i.e. Fastbridge, etc.) and create strategies to accurately assess students' academic progress and assist educators in meeting students' academic needs, including differentiating instruction. Additionally state KAP and national ACT level assessments will be used as a lag measure to determine program effectiveness.

Attendance/Truancy: The district will provide a focused communication program to assist parents and families on how they can effectively support students and provide related educational or community support service opportunities. Additionally, the district will monitor and communicate with parents of students that are truant to work on improving student attendance.

Notes on ESSER II application Excel template:

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

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

XLSX

475_Geary_County_ESSERII... (155 KiB download)

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**Local Education Agency (LEA) Assurances**

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

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

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
  - 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination. (a) A State and a subgrantee shall comply with the following statutes and regulations:
    - Discrimination on the basis of 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.

(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.

(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, 3474, and 6511(a))


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.

(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)


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)


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:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public 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 after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

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

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

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

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

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

**Certification**

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

Electronic Signature | Marilee Fredricks
Date | 08/16/2021

Log in to [commonapp.grantplatform.com](http://commonapp.grantplatform.com) to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-001-20211012</td>
<td>Eligible Direct Allocation</td>
<td>Other Building Services</td>
<td>Operation of Buildings</td>
<td>Enhanced Facility Cleaning of School Buildings</td>
<td>$480,000</td>
<td>$480,000</td>
<td>$480,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>65</td>
<td>Please describe the expenditures within the account and how they will address a COVID-19 need. Relate to COVID-19; Applicant responded via email (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.</td>
</tr>
<tr>
<td>475-1-002-20211012</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Full-Time Certified Salaries</td>
<td>Additional COVID Nurse support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.</td>
<td>$138,000</td>
<td>$138,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>475-1-003-20211012</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Full-Time Non-Certified Salaries</td>
<td>Additional COVID Health Aid support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.</td>
<td>$100,000</td>
<td>$100,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>475-1-004-20211012</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>Additional Nurse and Aid Support - Benefits</td>
<td>$18,250</td>
<td>$18,250</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Unemployment Compensation</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Additional Nurse and Aid Support - Benefits</td>
<td>$238</td>
<td>-</td>
<td>$238</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
</tr>
<tr>
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</tr>
<tr>
<td>475-1-006-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Administrative Technology Services</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Replacement of technology broken due to student use during COVID. Continuation of offering hot spots for internet for afterschool or weekend tutoring and day to day education supports.</td>
<td>$224,215</td>
<td>$-</td>
<td>$150,000</td>
<td>$74,215</td>
<td>$-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-007-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Full-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Addition of four building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 2 Highschool and 2 Elementary.</td>
<td>$280,000</td>
<td>$-</td>
<td>$280,000</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-008-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Coach Benefits</td>
<td>$21,500</td>
<td>$-</td>
<td>$21,500</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-009-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Coach Benefits</td>
<td>$280</td>
<td>$-</td>
<td>$280</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-010-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Coach Benefits</td>
<td>$23,040</td>
<td>$-</td>
<td>$23,040</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-011-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Language Arts Implementation 7th-12th Grade. Improve consistency of language arts education across district and student assessment scores.</td>
<td>$750,000</td>
<td>$-</td>
<td>$750,000</td>
<td>$-</td>
<td>$-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-012-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Profession Employee Training and Development Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Contracted Professional Development - Language Arts -</td>
<td>$50,000</td>
<td>-</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>65</td>
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</tr>
<tr>
<td>475-1-013-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Overtime Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Development - Extra Duty - Language Arts</td>
<td>$150,000</td>
<td>-</td>
<td>$125,000</td>
<td>25,000</td>
<td>$25,000</td>
<td>65</td>
</tr>
<tr>
<td>475-1-014-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Development - Benefits - Language Arts</td>
<td>$11,475</td>
<td>-</td>
<td>$9,565</td>
<td>$1,910</td>
<td>$1,910</td>
<td>65</td>
</tr>
<tr>
<td>475-1-015-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Development - Benefits - Language Arts</td>
<td>$150</td>
<td>-</td>
<td>$125</td>
<td>$25</td>
<td>$25</td>
<td>65</td>
</tr>
<tr>
<td>475-1-016-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Math Implementation K-12th Grade. Improve consistency of Math education across district and student assessment scores.</td>
<td>$1,500,000</td>
<td>-</td>
<td>$1,500,000</td>
<td>-</td>
<td>-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-017-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Profession Employee Training and Development Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Contracted Professional Development - Math</td>
<td>$50,000</td>
<td>-</td>
<td>$50,000</td>
<td>-</td>
<td>-</td>
<td>65</td>
</tr>
<tr>
<td>475-1-018-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Overtime Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Development - Extra Duty - Math</td>
<td>$500,000</td>
<td>-</td>
<td>$450,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>65</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Development - Benefits - Math</td>
<td>$ 36,410</td>
<td>$ -</td>
<td>$ 34,500</td>
<td>$ 1,910</td>
<td>$ -</td>
<td>65</td>
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<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Professional Development - Benefits - Math</td>
<td>$ 475</td>
<td>$ -</td>
<td>$ 450</td>
<td>$ 25</td>
<td>$ -</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Overtime Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School</td>
<td>$ 225,000</td>
<td>$ -</td>
<td>$ 225,000</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

Program information needed: Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support - Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. o Secondary - 450 students – Offer choice of 2 sessions for 3 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 3 weeks each. o 50 teachers estimated to teach each session.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction Overtime Salaries</th>
<th>11B. Planning and implementing supplemental after-school programs</th>
<th>Transition Programs (k-1st, 5th-6th, 8-9th Grades)</th>
<th>Salaries</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>$78,750</td>
<td>$ -</td>
<td>$ 50,000</td>
<td>Saturday School</td>
<td>$ 50,000</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Applicant responded via email: The district is experiencing academic gaps in the transitional grades. Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades:

- K to 1 - 655
- 5 to 6 - 519
- 8 to 9 - 470

This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade. The district will provide two - two-week sessions. The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund).

Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Overtime Salaries</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-024-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Overtime Salaries</td>
<td>ACT Bootcamps</td>
<td>$ 20,000</td>
<td>$ -</td>
<td>$ 20,000</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Applicant responded via email: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages:

<table>
<thead>
<tr>
<th>Year</th>
<th>JCHS Scores</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>20.4</td>
<td>21.6</td>
</tr>
<tr>
<td>2019</td>
<td>19.9</td>
<td>21.1</td>
</tr>
<tr>
<td>2020</td>
<td>19.1</td>
<td>20.4</td>
</tr>
</tbody>
</table>

District will provide 2 one-week ACT Bootcamps for students. The district will pay the teachers a stipend and purchase materials and supplies. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I funding.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Overtime Salaries</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-025-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Summer School Supplies</td>
<td>$ 40,000</td>
<td>$ -</td>
<td>$ 40,000</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Overtime Salaries</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-026-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Saturday School, Transition Program, ACT Bootcamp Supplies</td>
<td>$ 50,000</td>
<td>$ -</td>
<td>$ 50,000</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Overtime Salaries</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>65</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Overtime Salaries</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-028-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>Summer School Extra Duty Benefits</td>
<td>$ 225</td>
<td>$ -</td>
<td>$ 225</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>
Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year.
| Code             | Eligible | Direct Allocation | Public Information Services | Full-Time Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Parent Engagement Coordinator - Communication Employee .5FTE - Focus on promoting parent support activities and engagement to support student achievement. | $ 25,000 | $ - | $ 25,000 | $ - | $ - | 65
|------------------|----------|-------------------|-----------------------------|----------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------|------|-----------|------|------|------
| 475-1-035-20211012 | Eligible | Direct Allocation | Public Information Services | Full-Time Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Parent Engagement Coordinator - Communication Employee .5FTE | $ 2,280 | $ - | $ 2,280 | $ - | $ - | 65
| 475-1-036-20211012 | Eligible | Direct Allocation | Public Information Services | Group Insurance                    | Social Security Contributions    | 12. Addressing learning loss among students, including vulnerable populations | Parent Engagement - Communication Employee .5FTE | $ 1,910 | $ - | $ 1,910 | $ - | $ - | 65
| 475-1-037-20211012 | Eligible | Direct Allocation | Public Information Services | Unemployment Compensation          | 12. Addressing learning loss among students, including vulnerable populations | Parent Engagement - Communication Employee .5FTE | $ 25     | $ -  | $ 25    | $ - | $ - | 65
| 475-1-038-20211012 | Eligible | Direct Allocation | Support Services - School Administration | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Personal Protective Supplies (Hand Sanitation, Masks, etc) | $ 60,000 | $ -  | $ 50,000 | $ 10,000 | $ - | 65
| 475-1-040-20211012 | Eligible | Direct Allocation | Operation of Buildings | Other Building Services | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Plasma Ionization Equipment: Cleans air in buildings to support students' health during COVID to support keeping students in school. | $ 390,000 | $ -  | $ 390,000 | $ - | $ - | 65

Applicant responded via email: Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools. Recommended Strategy: Hire a part-time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.

The District is proposing to purchase 867 devices (744 for HVAC units up to 2400 cfm and 123 for HVAC units up to 6000 cfm). Total cost of $345.2K (TCA proposal). This is a capital improvement and requires the necessary paperwork. Allowable if CDC guidelines are met.
<table>
<thead>
<tr>
<th>District Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Improvement of Instruction Services</th>
<th>Purchased Professional &amp; Technical Services</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Consultant to evaluate district programs and assessments to identify how to obtain a greater learning impact with students.</th>
<th>$50,000</th>
<th>$ -</th>
<th>$50,000</th>
<th>$ -</th>
<th>$ -</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td>475-1-042-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Professional Employee Training and Development Services</td>
<td>10. Providing mental health services and supports</td>
<td>Consultant Social Emotional Professional Development</td>
<td>$10,000</td>
<td>$ -</td>
<td>$10,000</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
</tr>
<tr>
<td>475-1-043-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Overtime Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Social Emotional Training, Focus on students entering in person learning.</td>
<td>$60,000</td>
<td>$ -</td>
<td>$60,000</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
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<tr>
<td>475-1-044-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>Social Emotional Training</td>
<td>$4,590</td>
<td>$ -</td>
<td>$4,590</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
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<tr>
<td>475-1-045-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Unemployment Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>Social Emotional Training</td>
<td>$60</td>
<td>$ -</td>
<td>$60</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
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<tr>
<td>475-1-046-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Classroom Aides - Add additional classroom aids beyond current district guidelines. Utilize classified aids during the school day to support the management of the classroom while certificated staff focus on smaller groups of students to reinforce lessons taught during the same class period. Classified Aids will only to work when students are in school (up to 7 hours per day). District to provide classified aids based on At-Risk population in schools.</td>
<td>$400,000</td>
<td>$ -</td>
<td>$400,000</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
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<tr>
<td>475-1-047-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>$30,600</td>
<td>$30,600</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>65</td>
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<tr>
<td>475-1-048-19000100</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>$400</td>
<td>$400</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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</table>
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 | USD476 Copeland

Applicant / Mailing Address

PO Box 156
Copeland, KS 67837

Applicant / Email Address of Owner, CEO, or Executive Director | rebel476@ucom.net

Applicant / Phone Number | 620-668-5565

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 | Copeland

District Number | 476

Mailing Address | Street Address | PO Box 156 105 Thatcher Street
USD #476 has approximately 115 students in grades PK-8. We are in an Inter-district agreement with Montezuma USD #371 and share JH and HS students between the districts. Collaboration among staff from both districts is the center of all data review and professional development. All students have been in school, in person during 2020-2021. As a district, we carefully considered the data associated with the academic impact, in particular, the data that may indicate any learning gaps larger than normal. In reviewing the data, we found the following: Our elementary classes had the most severe learning gaps created by the pandemic. When tested upon return in the fall of 2020, our data showed that we had 57% of our students in grades K-4 and 100% of our 5th grade students scoring in the high at risk level. Map Growth Data in grades 6-8 indicated 70% of our students were at high risk. We continue to look at the data and in that process we determined the focus of our summer school to be on the area of reading. We gathered information and data and me to get a plan in place as we move forward. As an administrative team, we have seen the scores of all student progress as in a normal year. We are confident with the employment of a reading intervention specialist we will see our scores increase while also seeing the at-risk % decline.

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.


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

The district proposes to use the ESSER II allocation to employ a Reading Interventionist Specialist (RIS) to address the response to question #6. The RIS will be available to all students grades K-8. ESSER II funds will also be dedicated to the purchase of PPE and a mobile application communication platform so parents and students will be able to have one click access to school and classroom information. The district will be able to not only share relevant information on one communication channel, but will inform stakeholders of key COVID related content via smartphone, desktop, and social media if preferred, leaving no one out.

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 476 will utilize Aimsweb+, Shaywitz screener, and MAP growth data in order to assess the impact of the ESSER funds used to employ a literacy intervention specialist. The literacy specialist will assist with screening and identifying students who are at risk of struggling to read or demonstrate characteristics of dyslexia, provide services to identified students by engaging them in scientific, research-based instructional practices that will help them improve their achievement in the areas of reading and written expression, and assist with supporting teachers with implementing evidence-based reading practices (structured literacy). The impact of the PPE will be determined by attendance and the goal of providing in person instruction. The communication platform will be analyzed by feedback from our stakeholders.

Notes on ESSER II application Excel template:

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

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

XLSX

476_Copeland_ESSER II Pla... (815 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 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))
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)

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)

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)

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:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public 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.

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

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

Certification

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

Electronic Signature | Jay Zehr

Date | 09/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Object Name</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>Interactive platform for real time interaction and communication between teachers and administrators with parents, patrons, and students. All Covid-19 information, including info about potential remote learning, quarantines, etc. will be communicated in real time to parents utilizing this platform.</td>
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Select an Applicant Type

Unified School District

Applicant / Entity Name

Fort Larned USD 495

Applicant / Mailing Address

120 East 6th Street, Larned, Kansas 67550

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

Bryce Wachs

Applicant / Email Address of Owner, CEO, or Executive Director

bryce.wachs@usd495.com

Applicant / Phone Number

620-285-3185

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)

48-0724327

Applicant / Website Address (if applicable)

www.usd495.com

Fiscal Agent / Name (if applicable)

Jean Simmons

Fiscal Agent / Email (if applicable)

jean.simmons@usd495.com
Fiscal Agent / Mailing Address (if applicable)

| 120 East 6th Street, Larned, Kansas 67550 |

Application details

Full District Name | Fort Larned
District Number | 495
Mailing Address | 120 East 6th
Mailing City | Larned
Mailing Address | 67550
Authorized Representative of the District | Bryce Wachs
Authorized Representative of the District | Superintendent
Authorized Representative of the District | bryce.wachs@usd495.com
Authorized Representative of the District | +16202853185
Would you like 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 Fort Larned School District was fortunate with the use of our mitigation strategies to operate school throughout the 2020-2021 fully in person. We did encounter numerous staff and students that missed extended periods of time due to positive cases or quarantines associated with COVID-19. Our staff worked diligently to provide learning opportunities for the students that missed in a remote learning environment. The ability to operate in a fully in person environment provided the majority of our students with as normal of a school environment as possible. Though with the challenges of implementing mitigation strategies, this significantly impacted our ability to provide our tiered system of support in math and reading instruction. Our students learning throughout the district K-12 took place within their specific class or cohort in upper grades. We provided support within the classroom, but this was limited compared to our normal practices. In evaluating our state assessment data last spring we performed exceptionally well across the board. With the exception of Grade 7 ELA our district was above the state average on all assessments. Though our local benchmarking data with FastBridge showed greater gaps forming with our Tier 2 and 3 students. These were the students that needed the tiered supports throughout the year on top of the core instructional pieces. Our tier 2 and 3 students are comprised heavily from special populations, including students with disabilities, students in foster care and students in poverty.
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.


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

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

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

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

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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.
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 a portion of the ESSER II dollars to provide summer school for our tier 2 and 3 students K-12 during the summer of 2021. The summer school program was three weeks, four days per week in the month of June. Students were identified for the program based on our benchmark screener FastBridge at the K-8 levels. At the high school students were identified that were behind in graduation credits or failing core subjects during the 2020-2021 school term. Funds would pay for certified teachers, classroom aides, and social worker in a designed program to keep student to adult ratios of 8:1. This year we plan to add an additional school nurse to our district, to provide one nurse in every school building. This is instrumental in ensuring we are able to follow public health guidelines and recommendations.

To help with identified learning losses from the 2020-2021 school year, we plan to utilize a portion of the ESSER II funds to hire an ELA intervention teacher at the middle school. We currently have one intervention specialist that focuses on both math and ELA. Based on student needs within that facility we need the additional support to provide targeted and evidenced based practices. Along with the support at the middle school, we plan to purchase manipulatives to be used by elementary teachers in tiered math instructional activities. These manipulatives will allow our instructional staff the ability to have our students work on math skills with hands on activities and evidenced based practices.

As we continue to meet the mental health needs of our students, we plan to purchase a character education program for 6-12. The program is CharacterStrong, which is aligned to standards and will be imbedded in our seminar periods.

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

A significant amount of our focus is on making gains on the learning loss that was suffered by our tier 2 and 3 students over the course of the last 18 months. We identified the need based on data analysis of our local assessments and state assessments. After implementing summer school, middle school intervention specialist, technology and the additional of manipulatives, we will evaluate our data again. Our goal is to show gains in our Tier 2 and 3 students in math and reading statistically higher than our normal gains.

Our additional school nurse will provide support to families, students, and staff as we implement public health recommendations, resulting in increased school attendance. As we implement new character education, we will evaluate our progress through surveys and screenings.

Notes on ESSER II application Excel template:

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

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.
Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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))


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)


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)

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

**Certification**

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

Electronic Signature | Bryce Wachs
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Instruction</th>
<th>Object Name</th>
<th>General Supplies and Materials (includes computer software)</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures (SFY 2021)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Funds will be utilized for enhanced cleaning procedures by the district to combat the spread of COVID-19 in our facilities. This will allow our district to continue to operate in person in a safe environment.</td>
<td>$10,350</td>
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<td>Eligible</td>
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<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>The funds will provide and continue to provide a 1 to 1 Chromebook initiative within our district 1st-12th. This reduces the sharing of machines, providing a machine per student reduces Covid spread due the amount of multiple contacts to a machine. ( FY21 50 Chromebooks for $22,295 plus $600 for hotspots; FY22 160 Chromebooks for $70,000) The funds will also be use to provide interactive boards in elementary classrooms to be utilized during center and intervention activities increasing hands on learning with technology to address learning loss due to Covid. (FY22 10 interactive boards for $40,000)</td>
<td>$132,836</td>
<td>$22,836</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Funds were used to rent storage facilities ($1300) to reduce items in elementary classrooms during FY21 to provide more space to adhere to 6ft COVID-19 social distancing guidance. Funds were also used to purchase signs and vinyl lettering ($769.26) encouraging KDHE and CDC guidance within our school facilities to help mitigate COVID-19.</td>
<td>$2,069</td>
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<td>495-1-004-20211012</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>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</td>
<td>$2,945</td>
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<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<td>Direct Allocation</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<td>Direct Allocation</td>
<td>Other Employee Benefits</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<td>Group Insurance</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
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<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$51,220</td>
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<td>Instruction Group Insurance</td>
<td>Instruction Other Employee Benefits</td>
<td>Instruction Social Security Contributions</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.</td>
<td>$5,064</td>
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<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.</td>
<td>$3,918</td>
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<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Hiring of an intervention teacher at the middle school in the area of English and reading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.</td>
<td>$2,746</td>
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<td>Eligible Direct Allocation</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>Instruction General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports</td>
<td>Funds will be used to purchase CharacterStrong Curriculum for grades 6th-12th. The curriculum will be utilized during our seminar time to build on students Social, Emotional and Character Development. The mental health of students has suffered during the COVID-19 pandemic and we will be focusing on SEL with this curriculum on a daily basis during seminar.</td>
<td>$8,196</td>
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<td>$8,196</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>Instruction Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Funds were utilized in the summer of 2021 for staff (27 certified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.</td>
<td>$67,584</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Funds were utilized in the summer of 2021 for staff (19 classified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.</td>
<td>$28,963</td>
<td>$14,481</td>
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<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Social Security Contributions</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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<tbody>
<tr>
<td>Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.</td>
<td>$7,387</td>
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<th>Eligible Direct Allocation</th>
<th>Instruction Other Employee Benefits</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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<tr>
<td>Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.</td>
<td>$97</td>
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<th>11A. Planning and implementing summer learning or enrichment programs</th>
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<td>Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.</td>
<td>$6,550</td>
<td>$3,275</td>
</tr>
</tbody>
</table>
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 505 Chetopa-St. Paul

Applicant / Mailing Address

430 Elm Street
Chetopa, KS 67336

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

Craig Bagshaw

Applicant / Email Address of Owner, CEO, or Executive Director

cbagshaw@usd505.org

Applicant / Phone Number

620-236-7244

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)

48-6039273

Applicant / Website Address (if applicable)

www.usd505.org

Fiscal Agent / Name (if applicable)

Terri Ross
When examining our IXL, Fastbridge and interim data we have noticed pockets of learning loss. For the most part Covid-19 has impacted our math and science scores more than reading. Parents have shared it was a struggle to keep up with the math instruction at home during the last three months of the 2019-2020 school term.

Our middle and high school students seemed more resilient working remotely with several excelling. Additionally, we have evidence many of those same students struggled from the effects of the pandemic and generally have an apathetic attitude toward learning and school.

Achievement scores in grades PreK-5 showed the most significant decline. The administration summarizes from survey data collected from parents that it was just too difficult of a task to be a primary student in a remote learning environment.
COVID has greatly increased our costs to keep the students and staff safe and to provide extra teachers to combat the learning loss. We have purchased several dollars worth of masks, disinfectants, thermometers, etc to help to slow the spread of COVID. We had to purchase new computers and iPads as well and rent hot spots to provide devices and internet for the students to do remote. We have hired staff for classroom reduction and classroom support.

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Our district will spend ESSER II funding on technology, sanitation equipment/supplies, janitorial salaries, staff salaries, classroom reduction, enhancement programs and PPE. We will purchase programs that can be used to assess the learning level of the students. We will also purchase interactive boards that can be used in the case of remote learning and can be used to split classes in the building if a class is too big to social distance. The teacher can teach both classes while a para is in the secondary room with the students. The sanitation equipment, cleaning supplies, and PPE will allow our students to attend face-to-face instruction in our buildings and help to minimize the spread of COVID-19. The janitorial salaries are to cover extra help to do extra cleaning and to cover for the custodians who were quarantined because of COVID. Classroom reduction teachers will be hired to make smaller class sizes to help with social distancing and learning loss due to COVID. We will also hire extra classroom support to help get the students back on track academically. A retention incentive will be given to all staff. We have lost staff who decided to quit or retire because of the stress of COVID and we are having trouble getting qualified applicants to replace them. Our intention with the retention incentive is to keep the staff we have. The ESSER II funds will also be used to help with expenses for a summer school program that will help to close the achievement gap caused by COVID.

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

The district will determine the impact of the ESSER II funds by looking at the IXL and Fastbridge assessments as well as the state assessments. The student scores will be compared to the scores from the last couple of years and from the beginning of the year to the end of the year. We hope to see improvement in the achievement gap that was caused by the shutdown because of COVID. We will also look at the number of absences and quarantines and determine if there is something more we can do to prevent those or if the exposure is from outside of 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.
Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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))


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)


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)
34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following
certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently
debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this
transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective
participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered
into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title
31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for
such failure.

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

**Certification**

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

Electronic Signature

Craig Bagshaw
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditur e ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>505-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Our district hired 2 teachers to reduce the classroom size of two elementary classrooms with ESSER 1 funds and this is the amount that was not covered by those funds. This allowed for fewer students in a classroom so the students could be spaced out to help prevent the spread of COVID. It also allowed the students to get more academic help that was needed due to the school shutdown for COVID.</td>
<td>22,000</td>
<td>22,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-1012-112</td>
<td>Per narrative, Achievement scores in grades PreK-5 showed the most significant decline. The administration summarizes from survey data collected from parents that it was just too difficult of a task to be a primary student in a remote learning environment.</td>
</tr>
<tr>
<td>505-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>This is the social security and unemployment taxes on the classroom reduction teachers.</td>
<td>1,683</td>
<td>1,683</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-1012-220</td>
<td></td>
</tr>
<tr>
<td>505-1-003-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>This is the insurance cost related to the classroom reduction teachers.</td>
<td>659</td>
<td>659</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-1012-290</td>
<td></td>
</tr>
<tr>
<td>505-1-004-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Purchased Services</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Deposits on summer school activities being planned to enrich the summer school so the students will be excited to attend and receive help to improve the education gap due to COVID.</td>
<td>147</td>
<td>147</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-4000-500</td>
<td>Per narrative, The ESSER II funds will also be used to help with expenses for a summer school program that will help to close the achievement gap caused by COVID.</td>
</tr>
<tr>
<td>505-1-005-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>School supplies that will be used in summer school June 2021</td>
<td>26</td>
<td>26</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>92-4000-610</td>
<td>Per narrative, The ESSER II funds will also be used to help with expenses for a summer school program that will help to close the achievement gap caused by COVID.</td>
</tr>
</tbody>
</table>
### 505-1-006-
20211012

Eligible Direct Allocation Instruction Regular Certified Salaries 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. Our district will hire 2 teachers to reduce the classroom size of two elementary classrooms. This will allow for fewer students in a classroom so the students can be spaced out to help prevent the spread of COVID and improve the students performing below benchmark academically due to the COVID shutdown. $80,900 $ - $80,900 $ - $ - $ 92-1012-112

### 505-1-007-
20211012

Eligible Direct Allocation Instruction Social Security Contributions 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. This is the social security and unemployment taxes on the classroom reduction teachers. $6,180 $ - $ - $ 92-1012-220

### 505-1-008-
20211012

Eligible Direct Allocation Instruction Other Employee Benefits 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. This is the insurance cost related to the classroom reduction teachers. $13,272 $ - $13,272 $ - $ - $ 92-1012-290

### 505-1-009-
20211012

Eligible Direct Allocation Instruction Supplies-Technology Related 12. Addressing learning loss among students, including vulnerable populations Fastbridge License-will be used to monitor student learning, meet dyslexia requirements so the district can identify academic gaps caused by the loss of learning during COVID $3,749 $ - $ - $ - $ - $ 92-1012-653

### 505-1-010-
20211012

Eligible Direct Allocation Instruction Supplies-Technology Related 12. Addressing learning loss among students, including vulnerable populations Edpuzzle license-Edpuzzle will be used in the classroom and for remote students as needed. It is a tool that will allow teachers and administrators to create online learning for staff and students to help with social distance learning. $2,510 $ - $ - $ - $ - $ 92-1012-653

### 505-1-011-
20211012

Eligible Direct Allocation Operation & Maintenance of Plant Property 7. Purchasing supplies to sanitize and clean LEA and school facilities Restroom cleaning system-2 units, one for each campus. These will provide better and deeper cleaning of the building restrooms and locker rooms and make them more sanitized through the use of a sanitizing solution that is sprayed on the walls to help to kill the Coronavirus and other viruses. $6,290 $6,290 $ - $ - $ - $ 92-2612-700

### 505-1-012-
20211012

Eligible Direct Allocation Operation & Maintenance of Plant Property 7. Purchasing supplies to sanitize and clean LEA and school facilities Autovac-Floor scrubber-This will used daily to clean and sanitize in the food service and other areas to provide better sanitation to help prevent the spread of covid. $2,280 $2,280 $ - $ - $ - $ 92-2612-700

### 505-1-013-
20211012

Eligible Direct Allocation Instruction Other Purchased Services 11A. Planning and implementing summer learning or enrichment programs Field trip entry fees and other expenses and educational camp at Greenbush. These trips/camps will help to provide student enrichment during our summer school session and promote attendance. $4,823 $4,823 $ - $ - $ - $ 92-4000-500
<table>
<thead>
<tr>
<th>505-1-014-20211012</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction General Supplies and Materials (includes computer software)</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Supplies used in our summer school program that was half a day for 4 weeks.</th>
<th>$473</th>
<th>$473</th>
<th>$-</th>
<th>$-</th>
<th>$-</th>
<th>92-4000-610</th>
</tr>
</thead>
<tbody>
<tr>
<td>505-1-015-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school was held May 24-June 17. This item includes the directors and staff need to teach the summer school enrichment program. The goal of the summer school is to give more specialist instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. About 115 students benefited from summer school.</td>
<td>$32,693</td>
<td>$32,693</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>92-4000-110</td>
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<tr>
<td>505-1-016-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Student Transportation Services</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This item includes the cost of the bus drivers that were hired to transport the students to summer school and the included activities from May 24-June 17.</td>
<td>$3,432</td>
<td>$3,432</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>505-1-017-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Meals were served to the students for breakfast and lunch during the summer school program. Our cooks and additional staff made sure all meals were prepared and everything was sanitized before and after meals to reduce the spread of covid and other illnesses.</td>
<td>$3,385</td>
<td>$3,385</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>505-1-018-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>0 Social Security Contributions</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>This is social security on all salaries paid related to summer school.</td>
<td>$3,022</td>
<td>$3,022</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>505-1-019-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Our district will hire an Academic Coach for the 2021-22 school year. This instructor will work with students who are behind academically due to missing school because of the COVID shutdown as well as those students who are below benchmark in their grade level on state assessments, IXL and Fastbridge assessments.</td>
<td>$24,200</td>
<td>$-</td>
<td>$24,200</td>
<td>$-</td>
<td>$-</td>
<td>92-1012-112</td>
</tr>
</tbody>
</table>

Per narrative, When examining our IXL, Fastbridge and interim data we have noticed pockets of learning loss. For the most part Covid-19 has impacted our math and science scores more than reading. Parents have shared it was a struggle to keep up with the math instruction at home during the last three months of the 2019-2020 school term. We will also hire extra classroom support to help get the students back on track.
<table>
<thead>
<tr>
<th>Document ID</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>social security and unemployment taxes on the Academic Coach</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>92-1012-220</th>
</tr>
</thead>
<tbody>
<tr>
<td>505-1-021-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>fringe benefit for the Academic Coach</td>
<td>$5,239</td>
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<td>$5,239</td>
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<tr>
<td>505-1-022-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase Interactive Boards, 49 Boxlight ProColor 65&quot; with 29 carts and the training to go with them. These will help with social distancing in the classrooms and help with online learning. Class sizes could be reduced by using a para in a different room with some students and the teacher teaching from another room.</td>
<td>$107,158</td>
<td>-</td>
<td>$107,158</td>
<td>-</td>
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<tr>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of $1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover $700 per employee and the other $800 will be funded through ESSER III funds.</td>
<td>$40,250</td>
<td>-</td>
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<td>-</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>social security and unemployment taxes on the retention incentive pay</td>
<td>$3,075</td>
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<tr>
<td>505-1-025-20211012</td>
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<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of $1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover $700 per employee and the other $800 will be funded through ESSER III funds.</td>
<td>$5,600</td>
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<td>Food Services Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of $1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover $700 per employee and the other $800 will be funded through ESSER III funds.</td>
<td>$4,200</td>
<td>$4,200</td>
<td>$4,200</td>
<td>$4,200</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Food Services Operation</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Social security and unemployment taxes on the retention incentive pay</td>
<td>$320</td>
<td>$320</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of $1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover $700 per employee and the other $800 will be funded through ESSER III funds.</td>
<td>$2,100</td>
<td>$2,100</td>
<td>$2,100</td>
<td>$2,100</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Social security and unemployment taxes on the retention incentive pay</td>
<td>$160</td>
<td>$160</td>
<td>$160</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of $1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover $700 per employee and the other $800 will be funded through ESSER III funds.</td>
<td>$2,800</td>
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<td>$2,800</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Social security and unemployment taxes on the retention incentive pay</td>
<td>$210</td>
<td>$210</td>
<td>$210</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of $1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover $700 per employee and the other $800 will be funded through ESSER III funds.</td>
<td>$1,400</td>
<td>$1,400</td>
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<td>Code</td>
<td>Description</td>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>Social Security and Unemployment Taxes on the Retention Incentive Pay</td>
<td></td>
<td></td>
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<td></td>
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<tr>
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<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>505-1-034-20211012</td>
<td>Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>$ 105</td>
<td>$ -</td>
<td>$ 105</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>505-1-035-20211012</td>
<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>$ 4,542</td>
<td>$ -</td>
<td>$ 4,542</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

505-1-034-20211012

Eligible Direct Allocation

Support Services - General Administration

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

Social Security Contributions

Social Security and Unemployment Taxes on the Retention Incentive Pay

505-1-035-20211012

Eligible Direct Allocation

Operation & Maintenance of Plant General Supplies and Materials (includes computer software)

7. Purchasing supplies to sanitize and clean LEA and school facilities

Purchase janitorial supplies to clean and sanitize and face masks to help to control the spread of COVID.

Social Security Contributions

Social Security and Unemployment Taxes on the Retention Incentive Pay

505-1-035-20211012

Eligible Direct Allocation

Operation & Maintenance of Plant General Supplies and Materials (includes computer software)

7. Purchasing supplies to sanitize and clean LEA and school facilities

Purchase janitorial supplies to clean and sanitize and face masks to help to control the spread of COVID.

Social Security Contributions

Social Security and Unemployment Taxes on the Retention Incentive Pay
## DISTRICT PROFILES

<table>
<thead>
<tr>
<th>Plan</th>
<th>District Number</th>
<th>District Name</th>
<th>Total Public School Students (FTE)¹</th>
<th>% Students Approved for Free- or Reduced-Price Lunch²</th>
<th>Total Direct and True Up Allocation</th>
<th>% Requested of Total Allocation Previously</th>
<th>Requested Change</th>
<th>Total Change Request Approved</th>
<th>Eligible net change for Task Force Review</th>
<th>% Eligible of Total Requested</th>
<th>Eligible Value Per Student (FTE)³</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>234</td>
<td>De Soto</td>
<td>7,016</td>
<td>11%</td>
<td>$2,103,557</td>
<td>$1,525,071</td>
<td>72%</td>
<td>$2,103,557</td>
<td>$578,487</td>
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<td>2</td>
<td>242</td>
<td>Weskan</td>
<td>100</td>
<td>32%</td>
<td>$36,765</td>
<td>$36,765</td>
<td>100%</td>
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<td>100%</td>
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<tr>
<td>3</td>
<td>253</td>
<td>Emporia</td>
<td>4,187</td>
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<td>$2,757,581</td>
<td>$177,650</td>
<td>6%</td>
<td>$1,362,025</td>
<td>$1,184,375</td>
<td>49%</td>
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<td>Wichita</td>
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<td>$75,503,105</td>
<td>$43,589,144</td>
<td>58%</td>
<td>$50,617,794</td>
<td>$7,028,650</td>
<td>67%</td>
<td>$965</td>
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<tr>
<td>5</td>
<td>303</td>
<td>Ness City</td>
<td>280</td>
<td>46%</td>
<td>$161,161</td>
<td>$161,161</td>
<td>100%</td>
<td>$161,161</td>
<td>$-</td>
<td>100%</td>
<td>$577</td>
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<tr>
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<td>305</td>
<td>Salina</td>
<td>6,740</td>
<td>58%</td>
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<td>100%</td>
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<td>$-</td>
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<td>$902</td>
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<tr>
<td>7</td>
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<td>Madison-Virgil</td>
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<td>46%</td>
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<td>$30,000</td>
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<td>$204,001</td>
<td>$174,001</td>
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<td>8</td>
<td>405</td>
<td>Lyons</td>
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<td>71%</td>
<td>$757,981</td>
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<td>100%</td>
<td>$1,253</td>
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<tr>
<td>9</td>
<td>454</td>
<td>Burlingame Public School</td>
<td>268.00</td>
<td>48%</td>
<td>$218,946</td>
<td>$161,000</td>
<td>74%</td>
<td>$218,946</td>
<td>$57,946</td>
<td>100%</td>
<td>$601</td>
</tr>
<tr>
<td>10</td>
<td>460</td>
<td>Hesston</td>
<td>813.50</td>
<td>26%</td>
<td>$247,762</td>
<td>$51,848</td>
<td>21%</td>
<td>$232,960</td>
<td>$181,112</td>
<td>94%</td>
<td>$64</td>
</tr>
<tr>
<td>11</td>
<td>462</td>
<td>Central</td>
<td>281</td>
<td>62%</td>
<td>$292,862</td>
<td>$222,015</td>
<td>76%</td>
<td>$292,862</td>
<td>$70,847</td>
<td>100%</td>
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<tr>
<td>12</td>
<td>499</td>
<td>Galena</td>
<td>768.60</td>
<td>60%</td>
<td>$846,712</td>
<td>$1,634,774</td>
<td>193%</td>
<td>$846,712</td>
<td>$(-788,062)</td>
<td>100%</td>
<td>$2,127</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>66,569</td>
<td>66%</td>
<td>$89,210,131</td>
<td>$54,427,106</td>
<td>61%</td>
<td>$62,914,462</td>
<td>$8,487,356</td>
<td>71%</td>
<td>$945</td>
</tr>
</tbody>
</table>

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

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

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

Select an Applicant Type  | Unified School District
Applicant / Entity Name  | USD 232 - De Soto
Applicant / Mailing Address
35200 W. 91st Street
De Soto, KS 66018
Applicant / First and Last Name of Owner, CEO, or Executive Director  | Frank Harwood
Applicant / Email Address of Owner, CEO, or Executive Director  | fharwood@usd232.org
Applicant / Phone Number  | 913-667-6200

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

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

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

Applicant / Mission Statement (if applicable)
USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.
Application details

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

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

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

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes
Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

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

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


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.
Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

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

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

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

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

Notes on ESSER II application Excel template:

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

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 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))


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)


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)


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:


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

**Certification**

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

Electronic Signature | Frank Harwood

Date | 06/23/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
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<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Description</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Salaries</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for a District Literacy Specialist to help staff provide specialized instruction disrupted due to COVID-19.</td>
<td>$158,493</td>
<td>$ -</td>
<td>$ 78,268</td>
<td>$ 80,225</td>
<td>$ -</td>
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<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Salary and benefits for two school nurses to help address increased health care needs in all schools in light of COVID-19 impact; provide support for contact tracing due to COVID-19.</td>
<td>$193,920</td>
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<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Salary and benefits for a Social Worker to support students with mental health needs that have increased due to COVID-19.</td>
<td>$121,500</td>
<td>$ -</td>
<td>$ 60,000</td>
<td>$ 61,500</td>
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<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructional Salaries</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Salary and benefits for staff providing summer school activities to help students recover credits or skills disrupted due to COVID-19.</td>
<td>$16,179</td>
<td>$ 16,179</td>
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<td>$ -</td>
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<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>Direct Allocation</td>
<td>Instructional Salaries</td>
<td>Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. Achieve 3000 offers reading comprehension diagnostics and leveled, engaging texts, as well as math resources that extend past basic Algebraic skills.</td>
<td>$29,000</td>
<td>$ -</td>
<td>$ 29,000</td>
<td>$ -</td>
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<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>Direct Allocation</td>
<td>Instructio n</td>
<td>Technical Services</td>
<td>Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. The ALEKS program will be offered as a Tier 3 math intervention.</td>
<td>$680</td>
<td>$680</td>
<td>$0</td>
<td>$0</td>
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<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>Direct Allocation</td>
<td>Instructio n</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>New Item - Due to COVID-19 our district has experienced an increase in the number of students in need of specialized reading instruction. Sonday is a multi-sensory research based reading intervention system proven effective for students struggling in the area of decoding and comprehending text at grade level.</td>
<td>$4,240</td>
<td>$4,240</td>
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<td>$0</td>
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<td>True Up Allocation</td>
<td>Instructio n</td>
<td>Regular Certified Salaries</td>
<td>Salary and benefits for two School Improvement Specialist to coordinate student improvement efforts disrupted due to COVID-19.</td>
<td>$316,985</td>
<td>$156,536</td>
<td>$160,449</td>
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<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>232-2-002-20211012</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instructio n</td>
<td>Regular Certified Salaries</td>
<td>Salary and benefits for a half-time At-Risk teacher to assist students that have fallen behind due to COVID-19.</td>
<td>$60,750</td>
<td>$30,000</td>
<td>$30,750</td>
<td>$0</td>
<td>80E10001 1009600</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>232-2-003-20211012</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instructio n</td>
<td>Regular Certified Salaries</td>
<td>Salary and benefits for two teachers to reduce class sizes at specific grades to allow for more distancing due to COVID-19.</td>
<td>$120,000</td>
<td>$120,000</td>
<td>$0</td>
<td>$0</td>
<td>80E10001 1009600</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>232-2-004-20211012</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Support Services - Instructio n</td>
<td>Regular Certified Salaries</td>
<td>Salary and benefits for additional contract days for District Instructional Specialists to provide additional mentoring support to first and second year teachers needed due to learning loss during COVID-19.</td>
<td>$11,360</td>
<td>$5,680</td>
<td>$5,680</td>
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<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instructio n</td>
<td>Regular Certified Salaries</td>
<td>Salary and benefits for a District Improvement Specialist for Special Education to help staff provide specialized instruction disrupted due to COVID-19.</td>
<td>$131,625</td>
<td>$65,000</td>
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<td>232-2-006-20211012</td>
<td>True Up</td>
<td>True Up</td>
<td>Regular</td>
<td>Certified</td>
<td>Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for an Autism Specialist to help staff provide specialized instruction disrupted due to COVID-19.</td>
<td>$121,500</td>
<td>$61,500</td>
<td>$60,000</td>
<td>$ -</td>
<td>80E10001 10009600 2</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>232-2-007-20211012</td>
<td>Eligible</td>
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<td>Support</td>
<td>Services -</td>
<td>Instructional</td>
<td>Professio</td>
<td>nal</td>
<td>Employee</td>
<td>Training</td>
<td>and</td>
<td>Development</td>
<td>Services</td>
<td>Change Request: LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades PreK-2, thus effecting intermediate levels, due to Covid-19.</td>
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<td>232-2-008-20211012</td>
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<td>Support</td>
<td>Services -</td>
<td>Instructional</td>
<td>Professio</td>
<td>nal</td>
<td>Employee</td>
<td>Training</td>
<td>and</td>
<td>Development</td>
<td>Services</td>
<td>Effective PLC's are key in determining and addressing student learning loss due to COVID-19.</td>
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<td>232-2-009-20211012</td>
<td>Eligible</td>
<td>True Up</td>
<td>Instructional</td>
<td>General</td>
<td>Supplies</td>
<td>and</td>
<td>Materials</td>
<td>(includes</td>
<td>computer</td>
<td>software)</td>
<td>10. Providing mental health services and supports</td>
<td>Due to Covid-19, we have increased emphasis on awareness and monitoring of student social-emotional wellness and development. Additional, updated SEL resources will provide greater accessibility for staff instruction.</td>
<td>$49,547</td>
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<td>232-2-010-20211012</td>
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<td>True Up</td>
<td>Instructional</td>
<td>General</td>
<td>Supplies</td>
<td>and</td>
<td>Materials</td>
<td>(includes</td>
<td>computer</td>
<td>software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>New Item - Due to COVID-19 our district has experienced an increase in the number of students in need of specialized reading instruction. Sunday is a multi-sensory research based reading intervention system proven effective for students struggling in the area of decoding and comprehending text at grade level.</td>
<td>$1,970</td>
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<td>True Up Allocation Instruction Regular Certified Salaries</td>
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<td>232-2-014-20211012</td>
<td>Eligible</td>
<td>True Up Allocation Instruction Social Security Contributions</td>
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</tbody>
</table>

New Item - LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades 3-5, thus effecting intermediate levels, due to Covid-19. Software name is Sonday System

New Item - The COVID-19 Pandemic has placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District would like to pay each full time certified staff member who was employed before December 31, 2020 (565 employees) and has been continuously employed through October 14, 2021 a one-time $600 Retention Incentive to be paid in a November payroll. Employees who were employed after December 31, 2020 but by August 12, 2021 (60 employees) and have been continuously employed through October 14, 2021 will receive a $300 retention/hiring incentive. Those staff members employed less than full time will receive a prorated payment.

Employer costs for the certified and classified premium pay retention incentives.
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 242 Weskan Schools

Applicant / Mailing Address

219 Coyote Blvd.
Weskan, KS 67762

Applicant / First and Last Name of Owner, CEO, or Executive Director | Amy Rother

Applicant / Email Address of Owner, CEO, or Executive Director | arother@weskanschools.org

Applicant / Phone Number | 785-943-5222

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 | Weskan Schools

District Number | 242
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.

**CHANGE REQUEST -See original application**

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

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


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

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

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

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

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

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

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

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

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

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

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

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

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

See original application

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

See original application

Notes on ESSER II application Excel template:

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

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

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

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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))
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)
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)

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)

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:

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public 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.

Providing mental health services and supports.

Planning for and coordinating during long-term closures, including 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.

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  | Amy Rother
Date                | 09/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>242-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Purchase a K-5 reading series (Amplify) to help with our student’s learning loss from remote learning. On our local assessments, 15% of our student body in our district that was previously on-grade level before COVID hit last Spring, fell to below grade level. We currently do not have an evidenced-based, researched curriculum. We feel a vertically aligned curriculum that incorporates all components of the science of reading, esp. foundational skills of phonics and phonemic awareness, will help us catch our students up faster than just each teacher doing their own thing. We will use components of this program in whole class lessons, as well as tier 2 and 3 reteaching times. We feel like the most important thing we can do with this money is give our teachers tools they can use to help catch our kids up. It has been over 15 years since we’ve updated our core reading curriculum—we need to spend money on this to get our kids back on grade level and to ensure current best-practices are used.</td>
<td>$23,562</td>
<td>$23,562</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-644-2</td>
<td>Approved at 6/9/2021 State Board Meeting.</td>
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<tr>
<td>242-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>CHANGED FROM ORIGINAL: saving $4,742.31 by needed fewer books because some is online - original applied for $10,879.81. For grades 6-12, we would like to purchase the reading curriculum MyPerspectives to address the learning losses our students are facing. Once again, overall, our district had 15% of our students move from on-grade level to below-grade level on our local data. We need to make a change to make improvements and to catch students up as quickly as we can. The teachers put in over 15 hours researching best practices, reviewing curriculums, and choosing the ones that they think will help us catch our students up in the most effective manner.</td>
<td>$6,156</td>
<td>$6,156</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-644-2</td>
<td>Change Request-Was approved at $10,879.81 SFY 2021</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE FROM ORIGINAL: Original $2156.54. Actual: $3576.92 Summer school cost more-more kids and remediation took longer than expected. Salaries hiring teachers to tutor students over the summer in reading and math and providing a teacher to help JH/HS students complete remedial coursework for failed courses. The pandemic caused students to miss a lot of content due to remote learning, extended medical absences, and learning loss with parents trying to juggle online learning while also helping their kids with classes. We are providing summer tutoring and remediation to try to catch some of that up. We have 4 teachers that have agreed to split the workload and meet for at least 120 hours altogether to tutor and remediate for our students in K-12 that are behind. We will have about 15 of our most behind kids involved in summer remediation (roughly 15/100 or 15% of our student body), in either small groups or 1-1. Most students will receive around 8 hours total of individual/small group tutoring, although JH/HS will receive around 30 hours of direct instruction in larger groups as they complete remedial coursework for failed courses. We feel a short time with intensive intervention targeted specifically to that student’s needs will be best, especially for our elementary students.</td>
<td>$ 3,577</td>
<td>$ 3,577</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-110-2</td>
<td>Change Request- Was approved for $2,156.54 in SFY 2021</td>
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<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>CHANGE: Original: $2.16 Actual: $3.36 More hours needed Unemployment Compensation contributions for summer school teachers who tutor students.</td>
<td>$ 3</td>
<td>$ 3</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-260-2</td>
<td>Change Request-Was approved for $2.16 in SFY 2021</td>
<td></td>
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<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies- Technology Related</td>
<td>1. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>NEW LINE ITEM: Purchase replacement ipad and chromebook cords so all technology will have a cord to send home for remote learning due to COVID, if needed.</td>
<td>$ 174</td>
<td>$ 174</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-650-2</td>
<td>New Line Item</td>
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<td>Eligible Direct Allocation Supplies- Technology Related</td>
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<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
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<td>NEW LINE ITEM: Purchase additional chromebooks or laptops to send home with students or teachers for remote learning, if needed. Number of additional items we buy will depend on actual costs at time of purchase but will probably be between 2-5 additional devices.</td>
<td>$3,021</td>
<td>$3,021</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$07-1000-650-2</td>
<td>New Line Item. Please note Row 16 states the district will utilize more online resources as well. Per applicant, Yes, they will be used for online classes for learning loss, and also to send home with students for remote learning when they are quarantined or if we move to remote learning. Kids will each have their own and use them daily in class, as well, using the online programs, such as MyPerspectives that we bought.</td>
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</tr>
</tbody>
</table>
Applicant details

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

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

Select an Applicant Type

Unified School District

Applicant / Entity Name

Emporia USD #253

Applicant / Mailing Address

1700 W 7th Ave
Emporia, KS 66801

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

Danielle Rollman

Applicant / Email Address of Owner, CEO, or Executive Director

danielle.rollman@usd253.net

Applicant / Phone Number

6203412224

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

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

Application details

Full District Name

Emporia Public Schools

District Number

253
Throughout the 2020-2021 school year, families were provided the choice to have their child attend remotely or in person. A percentage of students at the secondary level attended a hybrid model so were not in person each day in order to implement mitigation strategies. The district reviewed the learning structure monthly to determine any necessary changes due to the COVID-19 local spread. This ever-changing mode of learning resulted in reduced attendance, increased chronic absenteeism, and decreased engagement. There was a loss in kindergarten readiness data as indicated by the ASQ. Fine motor, problem solving, communication, and social-emotional all indicated a decrease. There was an increase of course failures at the secondary level. One example is 42% of freshman students failed a course in trimester 2. NWEA MAP data indicated a learning loss particularly in the area of math at almost all grade levels for the all student category. Subgroups indicated more of a learning loss in the area of reading. Although all grade levels indicated growth, students did not make the growth on NWEA MAPS that they have in previous years.

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

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

The remaining ESSER I district funds will be used to offset food expenses for the required free meal program due to declining student feeding counts for reimbursement. We will also be reimbursing the district’s general fund for classroom materials that were bought by the school for remote online learning and social distancing setup. Any remaining funds will be spent to
purchase additional cafeteria tables for assigned seating to maintain social distancing in preparation for all students to be back full time on-site in the fall semester.

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

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


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

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

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

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

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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.

- Test to Learn
- Custodial & PPE Sanitization Supplies
- Additional pay as needed to cover supervision of students and other duties necessary for preventative measures and mitigation strategies (social distancing, testing, and safety protocols)
- Registration cost for the N-O-T Training for secondary staff involved
- Additional Health Office Aide positions
- Additional Roving School Nurse
- Plexiglass for lunch, classrooms, etc.
- Air purifiers
- Air analysis machines
- Math resource and supplies to address learning loss and gap
- Classified retention premium pay (i.e. $250 at the end of each semester)
- Classified PD 1 hour each month
- Stipend for teachers doing LETRS training (LETRS training addresses learning gaps and loss. Teachers will have to complete 50-70 hours of independent online learning over two years. The stipend would compensate teachers for this time)
- Registration costs for LETRS training for secondary teachers, school psychologists and administrators (KSDE will pay for Emporia preK-3 classroom teachers, instructional strategists, special education teachers and instructional coaches to participate in the LETRS training. Emporia recognizes there are additional staff which would benefit from this training in order to best meet the needs of all students)
- Signing on premium pay for certified staff
- Retention premium pay for certified teachers

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

- Increased in-person attendance for students and staff
- Pre- and post-academic skill data
- Decreased positive cases and trend data
- Decreased quarantines
- Increased retention rates of certified and classified staff
- Decreased vaping referrals

Notes on ESSER II application Excel template:

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

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

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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))


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)


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)
34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditure ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>253-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies for summer school to address the learning loss of students and prevent the “summer slide”</td>
<td>$3,000</td>
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<td>$3,000</td>
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<td>$ 076 E 1000 00 0000 755 00 610</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
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<tr>
<td>253-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Intereducational, Interagency Purchased Services</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Transportation to get students from their home school to the applicable summer school site.</td>
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<td>253-1-003-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teachers hourly wage to teach summer school to address learning loss of students and prevent the &quot;summer slide&quot;</td>
<td>$70,500</td>
<td>$ -</td>
<td>$70,500</td>
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<td>253-1-004-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher Aides hourly wage to teach summer school to address learning loss of students and prevent the &quot;summer slide&quot;</td>
<td>$22,500</td>
<td>$ -</td>
<td>$22,500</td>
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<td>253-1-005-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>The required benefits (Social Security) that goes with the teacher and teacher aide wages above</td>
<td>$7,100</td>
<td>$ -</td>
<td>$7,100</td>
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<td>253-1-006-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Provide social-emotional support to students that have behavioral intervention plans in place to help with the transition to full-time onsite stress and anxiety for the upcoming fall semester</td>
<td>$65,500</td>
<td>$ -</td>
<td>$65,500</td>
<td>$ -</td>
<td>076 E 2100 01 0071 000 00 110</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>253-1-007-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>The required benefits (Social Security) that goes with the guidance counselor wages above</td>
<td>$5,050</td>
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<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>253-1-008-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to teachers</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive $600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic</td>
<td>$225,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Additional compensation paid to instructional aides and</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive $600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic</td>
<td>$250,000</td>
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<td>253-1-010-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day. Certified Staff members get paid $13.50 per hour (the districts agreed upon extra duty rate). Each school has an allotted daily total they cannot exceed. Below is the information that was agreed upon. EHS: 19 hours per day. EMS: 19 hours per day. Logan: 14 hours per day. Riverside: 16 hours per day. Timmerman: 16 hours per day. Village: 16 hours per day. Walnut: 14 hours per day. WAW: 14 hours per day. Maynard: 9 hours per day.</td>
<td>$125,000</td>
<td>$ -</td>
<td>$125,000</td>
<td>$ -</td>
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<tr>
<td>253-1-011-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day. Non-Certified staff receive their normal hourly rate. Average of $15 per hour was used for the calculation. Each school has an allotted daily total they cannot exceed. Below is the information that was agreed upon. EHS: 19 hours per day. EMS: 19 hours per day. Logan: 14 hours per day. Riverside: 16 hours per day. Timmerman: 16 hours per day. Village: 16 hours per day. Walnut: 14 hours per day. WAW: 14 hours per day. Maynard: 9 hours per day.</td>
<td>$175,000</td>
<td>$ -</td>
<td>$175,000</td>
<td>$ -</td>
<td>076 E 1000 01 0000 000 00 120</td>
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<td>253-1-012-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New: Required social security benefits due to the additional pay</td>
<td>$59,375</td>
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<td>$59,375</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>253-1-013-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>New: This afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help, and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful. This program is serving 6 Elementary Schools: Breakdown as follows: 1. Logan (51 = 39,150) 2. Riverside (49 = 37,610) 3. William Allen White (53 = 40,680) 4. Timmerman (101 = 77,520) 5. Village (112 = 85,962) 6. Walnut (90 = 69,078)</td>
<td>$350,000</td>
<td>$ -</td>
<td>$350,000</td>
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<td>$ -</td>
<td>076 E 2100 00 0000 000 00 300</td>
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</tbody>
</table>
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Wichita Public Schools

Applicant / Mailing Address

903 S Edgemoor  
Wichita, KS 67218

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dee Dee Stroot

Applicant / Email Address of Owner, CEO, or Executive Director | dstroot@usd259.net

Applicant / Phone Number | 316-973-4000

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

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

Applicant / Website Address (if applicable) | usd259.org
Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Wichita Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Number</td>
<td>259</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing</td>
<td>City</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

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

Other District Representative 1 | Email Address | swillis@usd259.net |

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

COVID-19 has had significant impact on USD 259 in many ways. One major impact was a loss of 2621 students for 2020-21 enrollment leading to a $12 million funding loss for the District. The District also lost about $3 million in Nutrition Services revenue and about $1 million in Medicaid reimbursement. The District moved quickly to invest over $24 million in technology in May of 2020 to prepare for 2020-21 remote learning options, a much faster and much larger investment in technology than was ever imagined. Technology expenses, including internet access, has only grown from there. As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on the mental health needs of both students and staff, expressing needs for more counselors, social workers, psychs and other mental health supports for students who have feelings of isolation, depression, anger and disengagement. ELL students in particular have high mental health needs as the language barrier exacerbated the emotional trauma. Our students with disabilities lost the ability to peer model for most of the school year, particularly those who were medically fragile. Our homeless population, normally around 1000 annually, dipped to 450 at one point, indicating our homeless students were not captured by the normal safety nets in place. Learning loss is still being measured, but the needs assessment indicates students will need a lot of academic support to recover, starting with robust summer school in 2021.

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

(B) Implementing evidence-based activities to meet the comprehensive needs of students.

(C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
Wichita Public Schools will use the ESSER II funds to support: Summer School, needed facilities work, instructional support and human capital to address learning loss, student recovery, technology, mental health supports including behaviors as a result of being remote and/or struggling with trauma, and staff retention.

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

Each project and approved ESSER request will have specific data to support its effectiveness. This includes but is not limited to: teacher retention, FastBridge and predictive interim data, students recovered, credits recovered, attendance, social and emotional data.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

- 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))

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)

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)

34 CFR §76.731 Records related to compliance.
A State and a subgrantee shall keep records to show its compliance with program requirements.
(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))
The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:
2 CFR Subpart D – Post Federal Award Requirements
§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.
The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following
certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently
debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this
transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective
participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered
into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for
such failure.

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

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

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

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

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

Certification

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

Electronic Signature                   | Dee Dee Stroot

Date                                  | 08/31/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Direct Allocation</th>
<th>Function Name</th>
<th>Instruction Property</th>
<th>ESSER Allowable Use</th>
<th>Due to Pandemic, there was a need for one-to-one technology and connectivity to support students’ ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Function Name</td>
<td>Instruction Property</td>
<td>ESSER Allowable Use</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$10,532,600</td>
<td>$10,532,600</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>Approved at 7/13/2021 State Board Meeting. Per applicant, The purchases for this request are as follow, 8000 iPads with LTE capability to support PreK - 2nd grade students, which also includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services, total cost of $4,942,400. We purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students and also includes deployment, 4 years of accidental warranty and 2 years of summer refresh services, total cost of $5,590,200.</td>
<td>549 48 100 000</td>
</tr>
</tbody>
</table>
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<table>
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<tr>
<th>Description</th>
<th>Budgeted Amount</th>
<th>Approved at</th>
<th>State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, math manipulatives, scissors, consumable student supplies, chart paper, etc.)</th>
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<td>Eligible Direct Instruction Other Employee Benefits 11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Eligible Direct Instruction Regular Salaries 11A. Planning and implementing summer learning or enrichment programs</td>
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<td>7/13/2021</td>
<td>State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, math manipulatives, scissors, consumable student supplies, chart paper, etc.)</td>
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<tr>
<td>Eligible Direct Instruction General Supplies and Materials (includes computer software) 11A. Planning and implementing summer learning or enrichment programs</td>
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<td>7/13/2021</td>
<td>State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, math manipulatives, scissors, consumable student supplies, chart paper, etc.)</td>
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<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
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<td>259-1-008-20211012</td>
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<td>$26,000</td>
<td>$26,000</td>
<td>$560 13-100 002</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
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<th>Social Security Contributions</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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<td>$560 13-100 002</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
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<th>Instruction</th>
<th>Other Employee Benefits</th>
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<td>Approved at 7/13/2021 State Board Meeting.</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
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<tbody>
<tr>
<td>20211012</td>
<td>$170</td>
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</tr>
<tr>
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<td>$13,000</td>
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<tr>
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<td>$2,000</td>
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### 259-1-017-20211012

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<th>Social Security Contributions</th>
<th>Other Employee Benefits</th>
<th>Instruction</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Other Employee Benefits</td>
<td>Instruction</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>Direct Allocation</td>
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### 259-1-018-20211012

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<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Other Employee Benefits</th>
<th>Instruction</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

### 259-1-019-20211012

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<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
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**Notes:**
- Learning Opportunity.
- Teachers for Extended Applicant, 64 Certified State Board Meeting. Per Approved at 7/13/2021
- Learning or enrichment Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.
- Learning Opportunity.

**Approved at 7/13/2021 State Board Meeting.**

**Learning Opportunity.**

Teachers for Extended Applicant, 64 Certified State Board Meeting. Per Approved at 7/13/2021

Learning or enrichment Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

**Approved at 7/13/2021 State Board Meeting.**

**Learning Opportunity.**

Teachers for Extended Applicant, 64 Certified State Board Meeting. Per Approved at 7/13/2021

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**Approved at 7/13/2021 State Board Meeting.**

**Learning Opportunity.**

Teachers for Extended Applicant, 64 Certified State Board Meeting. Per Approved at 7/13/2021

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**Approved at 7/13/2021 State Board Meeting.**
### 20211012

<table>
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<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Instruction</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>560 13 100 005</th>
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<td>Approved at 7/13/2021 State Board Meeting. Per applicant, 10 Addendum for Learning Center Teachers, 16 classroom teachers for Learning Center, 2 PE teachers, 1 STS.</td>
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<td>An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
<td>$ 4,800</td>
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<td>An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
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<th>Support Services (Students)</th>
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11A. Planning and implementing summer learning or enrichment programs

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| $254,000  | $254,000  | $-   | $-   | $-   | $-   | 560 13 21 001
| Approved at 7/13/2021 State Board Meeting. Per CST staff for Summer Safari.

<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Support Services (Students)</th>
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| $8,190    | $8,190    | $-   | $-   | $-   | $-   | 560 13 21 002
| Approved at 7/13/2021 State Board Meeting.

<table>
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<tr>
<th>Direct Allocation</th>
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<tr>
<td>Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
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11A. Planning and implementing summer learning or enrichment programs

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| $1,310    | $1,310    | $-   | $-   | $-   | $-   | 560 13 21 002
| Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

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$3,000 $3,000 $- $- $- 56013-210004 Approved at 7/13/2021 State Board Meeting. Per applicant, 1 addendum for 8th Grade Math Bridge Academy.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (preK to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$3,690 $3,690 $- $- $- 56013-210004 Approved at 7/13/2021 State Board Meeting.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (preK to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$600 $600 $- $- $- 56013-210004 Approved at 7/13/2021 State Board Meeting.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (preK to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$48,000 $48,000 $- $- $- 56013-210004 Approved at 7/13/2021 State Board Meeting. Per applicant, 8 nurses & 16 CST staff for Extended Learning Opportunity.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$4,060 $4,060 $ - $ - $ - $560 13 220 001 Approved at 7/13/2021 State Board Meeting.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$650 $650 $ - $ - $ - $560 13 220 001 Approved at 7/13/2021 State Board Meeting.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$53,000 $53,000 $ - $ - $ - $560 13 220 001 Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Coordinators for Summer Safari.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

$2,070 $2,070 $ - $ - $ - $560 13 220 002 Approved at 7/13/2021 State Board Meeting.
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.
| 259-1-047-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $3,000 | $3,000 | $- | $- | $- | $- | 560131220004 | Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Supplemental for 8th Grade Math Bridge Academy. |
| 259-1-048-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $13,000 | $13,000 | $- | $- | $- | $- | 560131220004 | Approved at 7/13/2021 State Board Meeting. Per applicant, 64 stipends for Extended Learning Opportunity. |
| 259-1-049-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $4,750 | $4,750 | $- | $- | $- | $- | 560131220004 | Approved at 7/13/2021 State Board Meeting. |
| 259-1-050-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Other Employee Benefits | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $770 | $770 | $- | $- | $- | $- | 560131220004 | Approved at 7/13/2021 State Board Meeting. |
| 259-1-051-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $49,000 | $49,000 | $ - | $ - | $ - | 560 13-220 005 | Approved at 7/13/2021 State Board Meeting. Per applicant, 6 Supplementals for Extended Learning Opportunity. |
| 259-1-052-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $390 | $390 | $ - | $ - | $ - | 560 13-220 005 | Approved at 7/13/2021 State Board Meeting. |
| 259-1-053-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Other Employee Benefits | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $70 | $70 | $ - | $ - | $ - | 560 13-220 005 | Approved at 7/13/2021 State Board Meeting. |
| 259-1-054-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. | $5,000 | $5,000 | $ - | $ - | $ - | 560 13-220 005 | Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Coordinator for HS Learning Center. |
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Services - School Administration</th>
<th>Regular Non-Certified Salaries</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>$22,000</th>
<th>$22,000</th>
<th>$-</th>
<th>$-</th>
<th>$-</th>
<th>560 13 240 001</th>
<th>Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Clerical Support for Summer Safari.</th>
</tr>
</thead>
<tbody>
<tr>
<td>259-1-055-20211012</td>
<td></td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$1,690</td>
<td>$1,690</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>560 13 240 001</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
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<tr>
<td>259-1-056-20211012</td>
<td></td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$280</td>
<td>$280</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>560 13 240 001</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
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<tr>
<td>259-1-057-20211012</td>
<td></td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>560 13 240 002</td>
<td>Approved at 7/13/2021 State Board Meeting. Per applicant, 18 Clerical Support for Summer Exploration.</td>
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</tbody>
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### 259-1-059-20211012
<table>
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<tr>
<th>Eligible Direct Allocations</th>
<th>Support Services - School Administration</th>
<th>Social Security Contributions</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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| $1,840 | $1,840 | $- | $- | $- | 560 13 240 002 | Approved at 7/13/2021 State Board Meeting. |

### 259-1-060-20211012
<table>
<thead>
<tr>
<th>Eligible Direct Allocations</th>
<th>Support Services - School Administration</th>
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<th>11A. Planning and implementing summer learning or enrichment programs</th>
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<tr>
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| $300 | $300 | $- | $- | $- | 560 13 240 002 | Approved at 7/13/2021 State Board Meeting. |

### 259-1-061-20211012
<table>
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<tr>
<th>Eligible Direct Allocations</th>
<th>Support Services - School Administration</th>
<th>Regular Non-Certified Salaries</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
</tr>
</thead>
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<tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

| $2,000 | $2,000 | $- | $- | $- | 560 13 240 005 | Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Clerical Support for HS Learning Center. |

### 259-1-062-20211012
<table>
<thead>
<tr>
<th>Eligible Direct Allocations</th>
<th>Support Services - School Administration</th>
<th>Social Security Contributions</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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</tbody>
</table>

| $160 | $160 | $- | $- | $- | 560 13 240 005 | Approved at 7/13/2021 State Board Meeting. |
| Eligible | Direct Allocatio | Support Services - School Administra | Other Employee Benefits | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. |
| $ 40 | $ 40 | $ - | $ - | $ - | 560 13-240 005 | Approved at 7/13/2021 State Board Meeting. |
| Eligible | Direct Allocatio | Student Transporta | Student Transportation Services by Outside Agency or Company | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. |
| $ 300,000 | $ 300,000 | $ - | $ - | $ - | 560 13-270 001 | Approved at 7/13/2021 State Board Meeting. |
| Eligible | Direct Allocatio | Student Transporta | Student Transportation Services by Outside Agency or Company | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. |
| $ 133,365 | $ 133,365 | $ - | $ - | $ - | 560 13-270 002 | Approved at 7/13/2021 State Board Meeting. |
| Eligible | Direct Allocatio | Student Transporta | Student Transportation Services by Outside Agency or Company | 11A. Planning and implementing summer learning or enrichment programs | An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity. |
| $ 66,683 | $ 66,683 | $ - | $ - | $ - | 560 13-270 004 | Approved at 7/13/2021 State Board Meeting. |
An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

#### Programs

**Cost:**

- $43,000

**Approved:** 7/13/2021

**State Board Meeting. Per applicant, 44 Cooks & Aides for Summer Safari.**

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**Eligible Direct Allocation Food Services Operation Non-Certified Salaries Regular Non-Certified Salaries 11A. Planning and implementing summer learning or enrichment programs An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.**

**Cost:**

- $3,290

**Approved:** 7/13/2021

**State Board Meeting.**

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**Eligible Direct Allocation Food Services Operation Social Security Contributions Other Employee Benefits Regular Non-Certified Salaries 11A. Planning and implementing summer learning or enrichment programs An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.**

**Cost:**

- $530

**Approved:** 7/13/2021

**State Board Meeting.**

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**Eligible Direct Allocation Food Services Operation Regular Non-Certified Salaries 11A. Planning and implementing summer learning or enrichment programs An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.**

**Cost:**

- $22,000

**Approved:** 7/13/2021

**State Board Meeting. Per applicant, 22 Cooks & Aides for Summer Exploration.**
<table>
<thead>
<tr>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocations</th>
<th>Food Services Operation(s)</th>
<th>Social Security Contributions</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Implementation Cost</th>
<th>Year</th>
<th>Objective/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</td>
<td>$1,690</td>
<td>1,690</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$90,000</td>
<td>2021</td>
<td>The district will continue to offer this opportunity. If data yields positive results, the district will continue to offer this opportunity.</td>
</tr>
<tr>
<td>Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being homeschooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.</td>
<td>$280</td>
<td>280</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$90,000</td>
<td>2021</td>
<td>The district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>Group Insurance</td>
<td>Appropriations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>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</td>
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<td>$49,800</td>
<td>$16,600</td>
<td>$16,600</td>
<td>$560,177,210,000</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></td>
<td></td>
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<tr>
<td>259-1-074-20211012</td>
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<td>$20,100</td>
<td>$6,700</td>
<td>$6,700</td>
<td>$560,177,210,000</td>
<td>Approved at 7/13/2021 State Board Meeting.</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Eligible Direct Allocation (Students) Other Employee Benefits</th>
<th>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</th>
</tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td>$19,200</td>
<td>$6,400</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Eligible Direct Allocation (Students) Group Insurance</th>
<th>10. Providing mental health services and supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have “blown up” due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social sills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.</td>
<td></td>
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<td>$422,280</td>
<td>$140,760</td>
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259-1-078-
20211012  Eligible  Direct Allocatio n  Support Services (Students) Social Security Contributions 10. Providing mental health services and supports

The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

259-1-079-
20211012  Eligible  Direct Allocatio n  Support Services (Students) Other Employee Benefits 10. Providing mental health services and supports

The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

259-1-080-
20211012  Eligible  Direct Allocatio n  Support Services (Students) Regular Certified Salaries 10. Providing mental health services and supports

The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.
<p>| Eligible Direct Allocation | Support Services - Instruction | Other Employee Benefits | 10. Providing mental health services and supports | The district performed an initial needs assessment asking students and staff how COVID has impacted their mental health and ability to perform school/work. For staff, the overwhelming responses included the need to talk to mental health professionals more frequently for low/no cost. The district has a mechanism to address some mental health needs of staff through its Employee Assistance Program, but the number of low cost/free visits is insufficient to meet the high mental health needs of staff due to the stress of COVID both personally and professionally. Staff has also suffered seeing the physical, mental and financial health impacts of COVID on students and families. We plan to expand our EAP services, including increasing the number of staff self-referrals from 6 to 10 visits per year for three years. Additionally, we would add Computer Based Cognitive Therapy for those less inclined to want to talk in person about mental health. This service provides a customized and self-paced approach to therapy. The vendor will provide mobile platforms to allow employees to have tools and resources at their fingertips no matter where they are. This is a program that can be scaled back as staff regain their mental health post-COVID. The provider is willing to lock in pricing for up to five years, making this a very affordable improvement to our EAP and an efficient use of ESSER dollars. Staff mental health surveys will measure effectiveness of program over time. Program could be tweaked based on feedback after year one. | $ 255,000 | $ - | $ 85,000 | 85,000 | 85,000 | 106,001 | Approved at 7/13/2021 State Board Meeting. |
| 259-1-082-20211012 | Eligible Direct Allocation | Instruction | Regular Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Change Request: Originally approved for $11,866,323.53 reduce cost to $7,389,096.77. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term. | $ 7,389,097 | $ - | $7,389,097 | - | - | $ 560,400 | Change Request: Was approved for $11,866,323.53 in SFY 2022. Per applicant, Approximately 10,000+ students could be affected. Really, this buy up has the potential to serve all of our population at one point or another as those who are outside of special education may support learning gaps. This includes a buy up for mainly students with disabilities, however it also includes general education &amp; Title I paras as well. Number of current staff - 1,381. Of those FTE 184 are currently vacant. The hope is that the increase in hours and benefits will attract applicants |
| 259-1-083-20211012 | Eligible | Direct Allocation | Instruction Group Insurance | 12. Addressing learning loss among students, including vulnerable populations | Change Request: Originally approved for $4,497,406 reduce cost to $2,769,287: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term. |
| $ 2,769,287 | - | $ 2,769,287 | - | $ 2,769,287 |
| 259-1-084-20211012 | Eligible | Direct Allocation | Instruction Group Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | Change Request: Originally approved for $907,773.75 reduce cost to $565,265.90: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term. |
| $ 565,266 | - | $ 565,266 | - | $ 565,266 |</p>
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<th align="left">Change Request- Originally approved for $432,377.73 increase cost to $965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.</th>
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Approved at 7/13/2021 State Board Meeting.
<p>| 259-1-091-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1,500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level. | $45,900 | - | $15,300 | $15,300 | 1560 41-220 004 | Approved at 7/13/2021 State Board Meeting. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 259-1-092-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Other Employee Benefits | 12. Addressing learning loss among students, including vulnerable populations | Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1,500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level. | $12,600 | - | $4,200 | $4,200 | 1560 41-220 004 | Approved at 7/13/2021 State Board Meeting. |</p>
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| 259-1-094-20211012 | Eligible Direct Allocation | Support Services - Instruction | Books and Periodicals | The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have “blown up” due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term. | |

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Approved at 7/13/2021 State Board Meeting.
The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have “blown up” due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.
**259-1-097-20211012**

Eligible Direct
Allocation Instruction Regular Certified Salaries

10. Providing mental health services and supports

The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have “blown up” due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs’ part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

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**259-1-085-20211012**

Eligible Direct
Allocation Instruction Other Employee Benefits

12. Addressing learning loss among students, including vulnerable populations

Change Request: Originally approved for $432,377.73 increase cost to $965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.

|  | $965,205 | $- | $965,205 | $- | $- | 560 40 100 001 |
| Change Request:Was approved for $423,377.73 in SFY 2022 |
| 259-1-085-20211012 | Eligible | Direct Allocation | Instruction | Other Employee Benefits | 12. Addressing learning loss among students, including vulnerable populations | Change Request: Originally approved for $432,377.73 increase cost to $965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term. | $ 965,205 | - | $ 965,205 | - | $ - | 560-40-100-001 | Change Request: Was approved for $423,377.73 in SFY 2022 |

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### Change Request (1st Half Year 2022)

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<td>259-1-085-20210112</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Change Request: Originally approved for $432,377.73 increase cost to $965,204.70. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.</td>
<td>$ 965,205</td>
<td>$ -</td>
<td>$ 965,205</td>
<td>$ -</td>
<td>$ -</td>
<td>560 40 100 001</td>
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</table>

### Change Request (2nd Half Year 2022)

| Project Code | Eligible | Direct Allocation | Instruction | Other Employee Benefits | Change Request: Originally approved for $432,377.73 increase cost to $965,204.70. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term. | $ 965,205 | $ - | $ 965,205 | $ - | $ - | 560 40 100 001 | Approved for $423,377.73 in SFY 2022 |

### Change Request (3rd Half Year 2022)

| Project Code | Eligible | Direct Allocation | Instruction | Social Security Contributions | COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data. | $ 60,787 | $ - | $ 20,262 | $ - | $ 20,262 | 560 41 220 003 | Approved at 7/13/2021 State Board Meeting |
12. Addressing learning loss among students, including vulnerable populations

COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.

$37,417 - $12,472 $12,472 $12,472 $560 41-220003 Approved at 7/13/2021 State Board Meeting.

12. Addressing learning loss among students, including vulnerable populations

COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.

$794,604 - $264,868 $264,868 $264,868 $560 41-220003 Approved at 7/13/2021 State Board Meeting.

7. Purchasing supplies to sanitize and clean LEA and school facilities

New line item: ESSER funds are being requested to continue the use of Zoono Z-71 surface sanitizer on school buses into the 2021-22 school year. First Student charges USD 259 a daily fee for the product and application of the product. Zoono Z71’s technology has also been adopted by USD 259’s custodial department. It coats surfaces for 30 days and uses pin-like technology to “pop” and kill viruses. Zoono-Z71 is 99.99% effective in killing the Coronavirus. If USD 259 discontinues the application of Zoono-Z71, surfaces in the bus will not be regularly sanitized. The applicant of Zoono-Z71 will help stop the spread of the Coronavirus for school bus passengers.

$270,000 - $90,000 $90,000 $90,000 $560 44-260001 New Line Item
### New Line Item 1: Initial Needs Assessment and Restorative Practices

#### 2021107-20211012

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction Purchased Services</th>
<th>New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (preK to 12th grade) to address interrupted academic instruction. One tutoring support we would like to put into place is an on-demand option called Revolution Prep. Revolution Prep is online, on-demand tutoring to help students improve skills and mastery. This online tutoring platform will be available to all secondary students (6th - 12th grade - approximately 26,000 students). It covers over 60 academic subjects. This online platform can also be used when students are in quarantine. Students can access Revolution Prep for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students/grades, benchmark screeners and high school students on-track to graduate. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to post ESSER funds if needed.</th>
</tr>
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<tbody>
<tr>
<td>$500,000</td>
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<tr>
<td>$561,12-100-001</td>
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</tr>
<tr>
<td>$560,45-260-001</td>
<td>New Line Item</td>
<td>$3,250,000</td>
<td>$ -</td>
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</table>

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Operation Purchased Services</th>
<th>New line item: ESSER funds are being requested to purchase Hand Sanitizer for our buildings to prevent the spread of COVID. They will be purchased and distributed in bulk and then requested as need arises at our 94 facilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,000</td>
<td>$ -</td>
<td>$100,000</td>
<td>$ -</td>
</tr>
<tr>
<td>$560,45-260-001</td>
<td>New Line Item</td>
<td>$3,250,000</td>
<td>$ -</td>
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<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Purchased Services</th>
<th>New line item: The district performed an initial needs assessment asking stakeholders how COVID-19 has impacted student mental health, behavior, and the ability to perform academically. In reviewing feedback from parents, staff, and students, almost every response included the need for ways to support relationships, mental health, and academics due to isolation from peers and adults. More than were anticipated, students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students and staff self-reported similar feelings about themselves. Staff also noted students having diminished focus and social skills over the past year. The district currently has schools where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing SPED students, leaving very few staff to intervene and assist with these needs. The district would like to improve student climate through Restorative Practices. The district will begin by training staff at 14 elementary schools, 15 middle schools and 3 K-8 schools. This training will teach school administrators, educators, and support staff how to explicitly build positive school climate and culture using Restorative Practices, the science of relationships and community, by adding more student and support staff to intervene. This will take place over a two year period. Restorative Practices will supply Mental and Behavior support initiatives to train our adults to better support and teach our students within USD 259 to increase positive relationship building, increase the number of ways our students can self-regulate and regulate their interactions with faculty and peers. Restorative Practices empowers a diversity of voices and reduces discipline disparities based on race and gender. This is a trauma informed training that will help our faculty, staff, and administration to be more prepared and proactive in preventing behaviors and to be more informed on ways to collaborate with students when frustration rises. We will use student discipline data from 2018-19, 2019-20, and 2020-21 to compare it to the data in the coming school year. We will also leverage the use of Restorative Practices dispositions to track how often schools are using Restorative Practices vs days of suspensions. This will be tracked quarterly. SAEBRS (SEL) data will also be monitored for improvements from fall to spring. The addition of Restorative Practices will affect approximately 6,065 elementary and 10,500 middle school students. If we are getting positive results, we will roll out to high schools and additional elementary schools over the next three years.</th>
</tr>
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<tbody>
<tr>
<td>$3,250,000</td>
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<td>$3,250,000</td>
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<tr>
<td>$560,43-210-001</td>
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<td>$ -</td>
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<tr>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>New line item: Recruitment &amp; Recovery office supplies, printers, toners, and testing supplies if needed.</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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<tr>
<td>259-1-110-20211012</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials (includes computer software)</td>
</tr>
<tr>
<td>259-1-111-20211012</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials (includes computer software)</td>
</tr>
</tbody>
</table>

New Line Item. Per applicant, Amount for anticipated supplies. The office of recruitment & recovery distributes flyers and sends mail to students’ families to get in contact with disengaged students as well as students who have left the district. These efforts are done by getting in communication with students and their families, so by providing the office of recruitment and recovery with supplies such as printers to have access to be able to print flyers and letters, as well as supplies is crucial to engage and connect with students.

New Line Item. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for the BHSL. The 8 Behavior Health School Liaisons need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information). BHSL added to support the increased number of students with mental health and social and emotional needs. These staff work with families of qualifying students by connecting them with necessary communities supports.
New line item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model. The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

New line item: The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff, and students, almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22. These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model. The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building. Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<table>
<thead>
<tr>
<th>Description</th>
<th>Funding Request</th>
<th>Overview</th>
<th>Notes</th>
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<td>New Line Item</td>
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<td>- $ 449,040</td>
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<tr>
<td>New Line Item</td>
<td>$ 198,720</td>
<td>- $ 66,240</td>
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New Line Item...
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<table>
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<tr>
<th>259-1-114-20211012</th>
<th>Eligible</th>
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<th>Support Services (Students)</th>
<th>Social Security Contributions</th>
<th>10. Providing mental health services and supports</th>
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<td>$103,056</td>
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<td>Eligible</td>
<td>Direct Allocation (Students)</td>
<td>Support Services (Students)</td>
<td>Other Employee Benefits</td>
<td>10. Providing mental health services and supports</td>
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<td>$17,232</td>
<td>$17,232</td>
<td>$17,232</td>
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</table>
### New Line Item
**Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students, and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. It to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. It to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.**

<table>
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<tr>
<th>Code</th>
<th>Direct Allocation</th>
<th>Support Services - Instruction</th>
<th>Purchased Professional &amp; Technical Services</th>
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<td>259-1-116-20211012</td>
<td>Eligible</td>
<td></td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students, and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. It to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. It to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.</td>
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<td>259-1-117-20211012</td>
<td>Eligible</td>
<td></td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Line Item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students, and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. It to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. It to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.</td>
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<td>Eligible</td>
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<td>Support Services - Instruction</td>
<td>Social Security Contributions</td>
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<tr>
<td>259-1-118-20211012</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.</td>
<td>$711</td>
<td></td>
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<tr>
<td>259-1-119-20211012</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.</td>
<td>$79</td>
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</table>
### 259-1-120-20211012

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>General Supplies and Materials (include computer software)</th>
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<tbody>
<tr>
<td></td>
<td>Support Services - Instruction</td>
<td></td>
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<tr>
<td></td>
<td>Books and Periodicals</td>
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<tr>
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<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
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</table>

New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students, and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

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<th>561 10-220 001</th>
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<tr>
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<td>$200</td>
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<td>$-</td>
<td>New Line Item</td>
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### 259-1-121-20211012

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>General Supplies and Material (include computer software)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Support Services - Instruction</td>
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<tr>
<td></td>
<td>Books and Periodicals</td>
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<tr>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
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New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5, Lexia PowerUp, Reading Plus, Read180, DreamBox, and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage, the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.

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<th>$500,000</th>
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<th>561 08-100 001</th>
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<td>New Line Item</td>
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</table>
259-1-122-20211012
Eligible
Direct Allocation
Instructional Supplies
and Materials (include computers/softwar)

12. Addressing learning loss among students, including vulnerable populations. New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curriculum licenses (software) for students: Lexia CORE5, Lexia PowerUp, Reading Plus, Read180, DreamBox, and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer following the school year and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and growth measures.

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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>New line item: The health and safety of our students, staff and entering community members is a priority. ESSER funds will be used for printing costs associated with COVID precautions for all districts sites, items and documents including but not limited to: vaccine documents, SCHD guidelines, CDC guidelines, KSDE guidelines, and social distancing signs. These documents and items are provided to all Wichita Public School sites and hel communicate current guidelines in place as well as educating staff, students and community members of current protocols in place.</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

259-1-123-20211012
Eligible
Direct Allocation
Centers
Instructional Services
Instructional Services
Interagency Purchased Services

13. School facility repairs and improvement to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. New line item: The health and safety of our students, staff and entering community members is a priority. ESSER funds will be used for printing costs associated with COVID precautions for all districts sites, items and documents including but not limited to: vaccine documents, SCHD guidelines, CDC guidelines, KSDE guidelines, and social distancing signs. These documents and items are provided to all Wichita Public School sites and hel communicate current guidelines in place as well as educating staff, students and community members of current protocols in place.

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<tr>
<td>New line item: To increase family engagement and offer a digital platform for all of our elementary students, ESSER funds will be used to expand SeeSaw use to grades 3-5 (currently used with K-2 only). SeeSaw empowers students to independently document their learning and supplies an audience for their work—their peers, parents, or the world. SeeSaw gives parents an immediate and personalized window into their child’s school day. Additionally, SeeSaw allows the district to supply formative assessments on a platform in a creative and collaborative way regardless of the learner’s location. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Utilizing our Mobile Device management interfaces, we will be able to measure the install and use of the applications on different devices, grade levels and content areas. FY 22 will be used to determine if this expansion should continue and pare down which student engagement applications are effective and sustainable after the ESSERS funding sunsets.</td>
<td>$96,000</td>
</tr>
</tbody>
</table>

259-1-124-20211012
Eligible
Direct Allocation
Instructional Supplies
and Materials (include computers/softwar)

3. Providing principals and other school leaders with resources to address individual school needs. New line item: To increase family engagement and offer a digital platform for all of our elementary students, ESSER funds will be used to expand SeeSaw use to grades 3-5 (currently used with K-2 only). SeeSaw empowers students to independently document their learning and supplies an audience for their work—their peers, parents, or the world. SeeSaw gives parents an immediate and personalized window into their child’s school day. Additionally, SeeSaw allows the district to supply formative assessments on a platform in a creative and collaborative way regardless of the learner’s location. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Utilizing our Mobile Device management interfaces, we will be able to measure the install and use of the applications on different devices, grade levels and content areas. FY 22 will be used to determine if this expansion should continue and pare down which student engagement applications are effective and sustainable after the ESSERS funding sunsets.

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<td>$125,000</td>
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<td>Description</td>
<td>Amount 1</td>
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<tr>
<td>10. Providing mental health services and supports</td>
<td>$7,000</td>
</tr>
<tr>
<td>New line item: CST office supplies, printers, toners, and testing supplies if needed.</td>
<td>$5,000</td>
</tr>
<tr>
<td>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</td>
<td>$1,590,435</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation (Students)</td>
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<tr>
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<tr>
<td>$ 136,671</td>
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<tr>
<td>$ 13,521</td>
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<tr>
<td>259-1-131-20211012</td>
<td>Eligible</td>
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<tr>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK - 5th grade - approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.</td>
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<tr>
<th>259-1-132-20211012</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction Social Security Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK - 5th grade - approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.</td>
<td>$ 8,626</td>
<td>$ -</td>
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<tr>
<th>259-1-133-20211012</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction Other Employee Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK - 5th grade - approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.</td>
<td>$ 959</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Instruction</td>
<td>Regular Salaries</td>
<td>New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK - 5th grade - approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.</td>
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<tr>
<td>259-1-134-20211012</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
</tr>
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</table>
### Table 1:

| Eligible | Direct Allocations | Support Services - Instruction | Social Security Contributions | New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate. | $197,772 | - | $65,924 | - | $65,924 | 561 25-220 001 |
|---|---|---|---|---|---|---|---|
| Eligible | Direct Allocations | Support Services - Instruction | Other Employee Benefits | New Line Item: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate. | $21,975 | - | $7,325 | - | $7,325 | 561 25-220 001 |
| Eligible | Direct Allocations | Support Services - Instruction | Purchased Professional & Technical Services | New Line Item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra 1 proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students. | $21,000 | - | $21,000 | - | - | 560 41-220 005 |
| 259-1-140-20211012 | Eligible | Direct Alloca-<br>tion | Support Services -<br>Instruction | Regular Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students. | $34,000 | $- | $34,000 | $- | $- | 560 41-220 005 | New Line Item |
| 259-1-141-20211012 | Eligible | Direct Alloca-<br>tion | Support Services -<br>Instruction | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students. | $2,601 | $- | $2,601 | $- | $- | 560 41-220 005 | New Line Item |
| 259-1-142-20211012 | Eligible | Direct Alloca-<br>tion | Support Services -<br>Instruction | Other Employee Benefits | 12. Addressing learning loss among students, including vulnerable populations | New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students. | $289 | $- | $289 | $- | $- | 560 41-220 005 | New Line Item |
| 259-1-143-20211012 | Eligible | Direct Alloca-<br>tion | Support Services -<br>Instruction | General Supplies and Material s (include s comput er softwar e) | 12. Addressing learning loss among students, including vulnerable populations | New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students. Supplies for Math Academy. | $1,000 | $- | $1,000 | $- | $- | 560 41-220 005 | New Line Item |
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
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
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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 outdoor 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.

8. Provide Professional Development to improve instructional Pedagogy

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

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds
Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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))


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)


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)


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:


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature

Derek Reinhardt

Date

09/07/2021
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<tr>
<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
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| 303-1-001-20211012 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 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. Change Request | $8,718 | $8,718 | $- | $- | $- | 74100 |

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| 303-1-009-20211012 | Eligible | Direct Allocation | Support Services - Instruction | Purchase Professional & Technical Services | We intend to offer additional and continued training for all staff so they are better equipped to help struggling students with learning loss due to covid, with strong, research based instructional pedagogy. New Item Request. | $11,888 | $11,888 | $- | $- | $- | 74160 | New Line Item |
Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type  |  Unified School District
Applicant / Entity Name  |  USD 305 Salina
Applicant / Mailing Address
  |  PO Box 797
  |  Salina, KS 67402-0797
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Lisa Peter
Applicant / Email Address of Owner, CEO, or Executive Director  |  lisa.peters@usd305.com
Applicant / Phone Number  |  785-309-4764

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

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

Application details

Full District Name  |  Salina Unified School District 305
District Number  |  305
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

School closure in the spring of 2020 negatively impacted student learning and social emotional growth, especially at the early grades. Kindergarten students missed the quarter of school when most students begin application of early literacy skills. The impact on reading and math development has become increasingly evident. More students are requiring supplemental instruction. District wide data indicates increased students not on grade level (reading 4% increase/math 5% increase.) Grade 6-12 students were in a hybrid model for the first three quarters. The hybrid model was changed at the end of first quarter because of course failures (nearly doubled) and social emotional concerns. For quarter 2, we moved from a 2-day a week model to an AM/PM model. Secondary students experienced three schedule adjustments as we adjusted to address learning needs. Those schedule changes caused added stress and required students/staff to readjust. Course failures have resulted in the need for more credit and unit recovery.

We provided a remote option for families who were reluctant to reenter the comprehensive schools in the fall of 2020 due to health concerns. Some students excelled in that environment, but for many, the need for the consistency and structure of inbuilding instruction become quickly evident. To support struggling students, we deployed social worker and counselor resources to engage in conversations to transition students back into the comprehensive school.

We are encountering increased social-emotional needs. Social workers, family support specialists and counselors found the need to adjust daily practice to address these needs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes
Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER funds will continue to support salaries for remote teachers for nearly 700 students who chose remote instruction due to the pandemic. Instructional assistants were hired to supervise our classrooms when quarantine resulted in staff absences. This allows the regular classroom teacher to instruct remotely from home, providing continuity for our students. All funds will be expended by June 30, 2021.

Our grab and go food service required disposable containers and name badges to track who received the meals. The funds allowed us to ensure that every student had access to breakfast and lunch from March 2020 through the 2020-2021 school year.

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

USD 305 will use ESSER funds to target pandemic related social-emotional learning loss and academic learning loss. The majority of funds will support direct service to students, but transportation to ensure students have access to before/after school supports will also be provided.

Our intention is to add social workers and family support personnel to address social emotional needs. Both will work to connect families and students with community and school supports. In addition, social workers will work during the school day with small groups of students to provide targeted SEL instruction. Social workers will also support students who are struggling to reengage in the comprehensive school environment.

Academic supports will be provided through interventionists, summer school, before and after school programs, credit recovery and reduced class size. Interventionists, classified and certified, will provide small group instruction targeted to gaps in learning at all levels. Elementary summer school has been expanded to allow any student who wishes to participate to do so. Elementary summer learning will be in two 3-week sessions with one targeting reading development and the other targeting math development. Both sessions will have social-emotional and elective learning as well. The change request seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district’s ability to attract and retain staff. During the pandemic we have seen more and more staff choose to leave the profession. Staff are our most valuable resource. Retaining staff is critical to providing services to students. A $1,500 retention incentive will be paid to all staff eligible as determined by date of hire and date still employed. The payment timing details are included in the template descriptions.

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

Each building identified pandemic-related needs and programming to address those needs as part of our application process. Buildings provided how they would identify students for support for each intervention and how they would evaluate success of the intervention. We plan to use a combination of academic and social emotional pre/post measures to determine impact of the programming supported by ESSER funds. We will use pre post phonemic awareness and phonics assessments for early literacy evaluation, the Benchmark Assessment System (BAS) for reading comprehension. In math, we will use the iReady math diagnostic assessments. Credits failed and recovered will be used to measure effectiveness of programming at the secondary level. SRSS screener data, course failures, requests for counselor support, self-harm assessments, and attendance will be used to measure SEL support impact.

Notes on ESSER II application Excel template:

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

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
   • Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
   • Discrimination on the basis of 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))
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)
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:


Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public 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.

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

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

Certification

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

Electronic Signature | Lisa Peters
---|---
Date | 09/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Total Expenditure ($)</th>
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<th>Budgeted Expenditure in SFY 2022 ($)</th>
<th>Budgeted Expenditure in SFY 2023 ($)</th>
<th>Budgeted Expenditure in SFY 2024 ($)</th>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students (8:00 AM-1:00 PM). Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.</td>
<td>$350,000</td>
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<td>Worker's Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Worker's Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.</td>
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<td>Regular Certified Salaries</td>
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<td>To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students (8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor &amp; 1 nurse will serve approximately 400 students.</td>
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<td>Unemployment: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor &amp; 1 nurse will serve approximately 400 students.</td>
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<td>Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor &amp; 1 nurse will serve approximately 400 students.</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
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<td>To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students (8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.</td>
<td>FICA Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.</td>
<td>Unemployment Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.</td>
<td>Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.</td>
<td>Change Request: Purchase of iReady software which will be used to assess students and identify gaps in learning due to the pandemic. This purchase includes software for elementary reading and math as well as middle school math.</td>
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<td><strong>Instruction</strong></td>
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<td>Regular Certified Salaries</td>
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<td>Change Request: USD 305 plans to add certified instructional staff to lower class sizes and provide additional help for students who have experienced learning loss. These include classroom teachers, classroom interventionists and virtual interventionists. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 24.5 staff located in all 12 school buildings</td>
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<td>Regular Non-Certified Salaries</td>
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<td>Change Request: USD 305 plans to add classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 16 staff</td>
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<td>Group Insurance</td>
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<td>Change Request: Employer Paid Health Benefit Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 16 staff</td>
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<td>Change Request: FICA Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.</td>
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<td>$24,500</td>
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<td>1-31-1000-290</td>
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<tr>
<td>School</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Change Request: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 37 staff will serve approximately 549 students in this program at multiple locations.</td>
<td>$ 113,981</td>
<td>$ -</td>
<td>$ 113,981</td>
<td>$ -</td>
<td>$ -</td>
<td>1-31-1000-110</td>
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<tr>
<td>School</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Change Request: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 11 staff will serve students in this program at multiple locations.</td>
<td>$ 12,456</td>
<td>$ -</td>
<td>$ 12,456</td>
<td>$ -</td>
<td>$ -</td>
<td>1-31-1000-120</td>
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<tr>
<td>School</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Change Request: FICA Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert &amp; classified) will serve approximately 549 students in this program at multiple locations.</td>
<td>$ 9,824</td>
<td>$ -</td>
<td>$ 9,824</td>
<td>$ -</td>
<td>$ -</td>
<td>1-31-1000-220</td>
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<tr>
<td>School</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Change Request: Unemployment Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert &amp; classified) will serve approximately 549 students in this program at multiple locations.</td>
<td>$ 128</td>
<td>$ -</td>
<td>$ 128</td>
<td>$ -</td>
<td>$ -</td>
<td>1-31-1000-260</td>
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<tr>
<td>School</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker’s Compensation</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Change Request: Workers Comp Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert &amp; classified) will serve approximately 549 students in this program at multiple locations.</td>
<td>$ 514</td>
<td>$ -</td>
<td>$ 514</td>
<td>$ -</td>
<td>$ -</td>
<td>1-31-1000-270</td>
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<tr>
<td>School</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Change Request: USD 305 plans to hire additional social workers to support mental health needs of students and families due to the pandemic. 8 FTE</td>
<td>$ 400,928</td>
<td>$ -</td>
<td>$ 400,928</td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Change Request: USD 305 plans to hire additional family support workers to support mental health needs of students and families due to the pandemic. 2.5 FTE</td>
<td>$83,218</td>
<td>$ -</td>
<td>$83,218</td>
<td>$ -</td>
<td>$ -</td>
<td>1-31-2100-120</td>
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<td>305-1-028-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Group Insurance</td>
<td>10. Providing mental health services and supports</td>
<td>Change Request: Employer Paid Health Benefit Cost: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE</td>
<td>$48,400</td>
<td>$ -</td>
<td>$48,400</td>
<td>$ -</td>
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<td>1-31-2100-210</td>
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<td>305-1-029-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>Change Request: FICA Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE</td>
<td>$37,036</td>
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<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Unemployment Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>Change Request: Unemployment Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE</td>
<td>$483</td>
<td>$ -</td>
<td>$483</td>
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<td>1-31-2100-260</td>
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<td>305-1-031-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Worker's Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>Change Request: Workers Comp Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE</td>
<td>$1,935</td>
<td>$ -</td>
<td>$1,935</td>
<td>$ -</td>
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<td>1-31-2100-270</td>
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<td>305-1-032-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Other Employee Benefits</td>
<td>10. Providing mental health services and supports</td>
<td>Change Request: Employer Paid Retirement Benefit Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 8 FTE</td>
<td>$8,000</td>
<td>$ -</td>
<td>$8,000</td>
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<tr>
<td>Regular Non-Certified Salaries</td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request: USD 305 plans to hold professional development for classified staff (paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)</td>
<td>$8,103</td>
<td>$8,103</td>
<td>$</td>
<td>1-31-2200-120</td>
<td>Change Request. Amount change, removed SFY 2023 requested amount.</td>
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<tr>
<td>Social Security Contributions</td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request: FICA Costs: USD 305 plans to hold professional development for classified staff (paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)</td>
<td>$619</td>
<td>$619</td>
<td>$</td>
<td>1-31-2200-220</td>
<td>Change Request. Amount change, employer benefits related to above changes.</td>
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<tr>
<td>Unemployment Compensation</td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request: Unemployment Costs: USD 305 plans to hold professional development for classified staff (paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)</td>
<td>$9</td>
<td>$9</td>
<td>$</td>
<td>1-31-2200-260</td>
<td>Change Request. Amount change, employer benefits related to above changes.</td>
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<tr>
<td>Worker’s Compensation</td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>Change Request: Workers Comp Costs: USD 305 plans to hold professional development for classified staff (paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)</td>
<td>$32</td>
<td>$32</td>
<td>$</td>
<td>1-31-2200-270</td>
<td>Change Request. Amount change, employer benefits related to above changes.</td>
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</table>
**305-1-037-20211012**

| Eligible Direct Allocation | Vehicle Operation | Student Transportation Services by Outside Agency or Company | 11B. Planning and implementing supplemental after-school programs | Change Request: USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students. | $19,064 | - | $19,064 | - | 1-31-2710-513 | Change Request. Amount change, removed SFY 2023 requested amount. |

**305-1-038-20211012**

| Eligible Direct Allocation | Vehicle Operation | Gasoline | 11B. Planning and implementing supplemental after-school programs | Change Request: USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students. | $7,194 | - | $7,194 | - | 1-31-2710-626-0000-41B | Change Request. Amount change, removed SFY 2023 requested amount. |

**305-1-039-20211012**

| Eligible Direct Allocation | Support Services (Students) | General Supplies and Materials (includes computer software) | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Change Request: Purchase personal protective equipment(PPE) such as face masks, instrument bell covers, gloves, etc. to limit spread of COVID19 | $22,000 | $22,000 | - | - | 1-31-2100-610-0000-407 | Change Request. Amount change, removed SFYs 2022 and 2023 requested amounts. |

**305-1-040-20211012**

| Eligible Direct Allocation | Instruction Regular Certified Salaries | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 613 employees. | | $919,500 | - | $919,500 | - | 2-31-1000-110-0000-416-64700 | New Line Item. The change request seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen more and more staff choose to leave the profession. Staff are our most valuable resource. Retaining staff is critical to providing services to students. A $1,500 retention incentive will be paid to all staff eligible as determined by date of hire and date still employed. The payment timing details are included in the template descriptions. |
| Eligible Direct Allocation Instruction | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Estimates are based on 527.5 employees. | $79,125 | $- | $79,125 | $- | $- | 2-31-1000-120-0000-416-64703 | New Line Item. Incentive retention pay per above. |
| Eligible Direct Allocation Support Services (Students) | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 110 employees. | $165,000 | $- | $165,000 | $- | $- | 2-31-2100-110-0000-416-64710 | New Line Item. Incentive retention pay per above. |
| Eligible Direct Allocation Support Services (Students) | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Estimates are based on 27 employees. | $40,500 | $- | $40,500 | $- | $- | 2-31-2100-120-0000-416-64713 | New Line Item. Incentive retention pay per above. |
| Code | Eligible | Direct Allocation | Support Services - Instruction | Regular Certified Salaries | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 31 employees. | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Estimates are based on 64.5 employees. | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 2 employees. | 305-1-044-20211012 | 305-1-045-20211012 | 305-1-046-20211012 | 20211012 | 20211012 | 20211012 |
|------|---------|------------------|------------------|------------------|------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
|      | Eligible | Direct Allocation | Support Services - Instruction | Regular Certified Salaries | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 31 employees. | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Estimates are based on 64.5 employees. | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 2 employees. | 305-1-046-20211012 | 305-1-045-20211012 | 305-1-044-20211012 | 20211012 | 20211012 | 20211012 |
|      |         |                  |                  |                  |                  | $ 46,500                                        | $ -                                              | $ 46,500                                        | $ -                                              | $ -                                              | $ -                                              | New Line Item. Incentive retention pay per above. |
|      |         |                  |                  |                  |                  | $ 96,750                                        | $ -                                              | $ 96,750                                        | $ -                                              | $ -                                              | $ -                                              | New Line Item. Incentive retention pay per above. |
|      |         |                  |                  |                  |                  | $ 3,000                                         | $ -                                              | $ 3,000                                         | $ -                                              | $ -                                              | $ -                                              | New Line Item. Incentive retention pay per above. |
16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff

**NEW ITEM: Retention incentive pay to retain staff.** The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21 ($250), 1/10/22 ($500) and 5/19/22 ($750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 12 employees.

| 305-1-047-20211012 | Eligible  | Direct Allocation | Support Services - General Administration | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21 ($250), 1/10/22 ($500) and 5/19/22 ($750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 12 employees. | $18,000 | - | $18,000 | - | - | 2-31-2300-120-0000-416-64733 | New Line Item. Incentive retention pay per above. |

| 305-1-048-20211012 | Eligible  | Direct Allocation | Support Services - School Administration | Regular Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 23 employees. | $34,500 | - | $34,500 | - | - | 2-31-2400-110-0000-416-64740 | New Line Item. Incentive retention pay per above. |

| 305-1-049-20211012 | Eligible  | Direct Allocation | Support Services - School Administration | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21 ($250), 1/10/22 ($500) and 5/19/22 ($750). Estimates are based on 20 employees. | $30,000 | - | $30,000 | - | - | 2-31-2400-120-0000-416-64743 | New Line Item. Incentive retention pay per above. |
| Eligible | Direct Allocation | Central Services | Regular Non-Certified Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21 ($250), 1/10/22 ($500) and 5/19/22 ($750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 91 employees. |
|----------|------------------|------------------|-----------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 305-1-050-20211012 | $52,500 | $52,500 | $52,500 | $52,500 |
| 305-1-051-20211012 | $136,500 | $136,500 | $136,500 | $136,500 |

New Line Item. Incentive retention pay per above.
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<td>NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 1140.5 employees.</td>
<td>$130,872</td>
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<td>New Line Item. Employer benefits related to incentive retention pay.</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Support Services - General Administration</td>
<td>Social Security Contributions</td>
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<td>Eligible Direct Allocation</td>
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<td>2-31-2600-220-0000-416-64766</td>
<td>New Line Item. Employer benefits related to incentive retention pay.</td>
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</table>
### 305-1-060-20211012

**Eligible Direct Allocation Services (Students)**

**Unemployment Compensation**

16. Other activities necessary to maintain LEA operations and employ existing LEA staff

**NEW ITEM:** Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21 ($250), 1/10/22 ($500) and 5/19/22 ($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 137 employees.

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### 305-1-061-20211012

**Eligible Direct Allocation Services - Instruction**

**Unemployment Compensation**

16. Other activities necessary to maintain LEA operations and employ existing LEA staff

**NEW ITEM:** Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21 ($250), 1/10/22 ($500) and 5/19/22 ($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 95.5 employees.

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New Line Item. Employer benefits related to incentive retention pay.
<p>| Eligible Direct Allocation | Support Services - General Administration | Unemployment Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 14 employees. | $21 | $0 | $0 | $0 |
| Eligible Direct Allocation | Support Services - School Administration | Unemployment Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 43 employees. | $65 | $0 | $0 | $0 |</p>
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<td>Eligible Direct Allocation Instruction Worker's Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 1140.5 employees.</td>
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<tr>
<td>Eligible Direct Allocation Support Services (Students) Worker's Compensation</td>
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<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
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16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff

NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 35 employees.

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Classified staff will receive the payments in three installments if still employed as of 10/1/21($250), 1/10/22($500) and 5/19/22($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 43 employees.

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Salina NEA has requested a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 35 employees.
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<td>Eligible Direct Allocation Operation &amp; Maintenance of Plant Worker's Compensation</td>
<td>NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to $1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full $1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21 ($250), 1/10/22 ($500) and 5/19/22 ($750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 99.5 employees.</td>
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<td>New Line Item. Employer benefits related to incentive retention pay.</td>
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<td>Eligible Direct Allocation Food Services Operations Regular Non-Certified Salaries</td>
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<td>Direct Allocation</td>
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<td>2-31-3100-270-0000-416-64778</td>
<td>New Line Item. Employer benefits related to incentive retention pay.</td>
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</tbody>
</table>
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 386 Madison-Virgil

Applicant / Mailing Address

1500 SW BLVD
Madison, KS 66860

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

Stu Moeckel

Applicant / Email Address of Owner, CEO, or Executive Director

smoeckel@usd386.net

Applicant / Phone Number

6204372909

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)

48-0697460

Applicant / Website Address (if applicable)

https://www.usd386.org
Application details

Full District Name | Madison-Virgil

District Number | 386

Mailing Address | 1500 SW BLVD

Mailing City | Madison

Mailing Address | 66860

Authorized Representative of the District | Stephen Jowers

Authorized Representative of the District | Superintendent/ Prek-6 Principal

Authorized Representative of the District | sjowers@usd386.net

Authorized Representative of the District | +16204372918

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

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

We are experiencing a learning loss and social emotional concerns in our students as a direct impact of the COVID-19 virus. This impact is felt in our PreK-12 students, as well as our faculty and staff. We have 252 students total and around 50 staff members that have each been impacted by this pandemic in one way or another. Meeting our students needs both academically and social/emotionally will take new additional programs and ideas to help recover and make achievements as like age peers.

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

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


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

- Due to online learning we have a lot of devices that came back broken or not usable. We plan to replace those devices, as well as update our 7-8th grade iPads with MacBooks. The iPads are out dated and in need of an upgrade. We will purchase protective covers for the devices to keep them safe while transporting them in school and to/from home. Lastly we will be upgrading classrooms with new TVs that will serve in the educational experience of our students.
- Premium Retention Pay for Licensed teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19.
- Premium Retention Pay for Classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19.
- Due to increased numbers and ability levels caused by the pandemic, we are employing 2 additional aides to assist in our At-Risk PreK classrooms.
To accurately assess students and meet them instructionally at their level we are wanting to support our current MTSS program with updating our current resources.

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

USD 386 will monitor student progress of those participating in the academic opportunities to make sure they are improving in that area. We will look closely at students who are exceptionally in need of extra academic support to see if their learning gap has begun to close

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
  (a) A State and a subgrantee shall comply with the following statutes and regulations:
    • Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
    • Discrimination on the basis of 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))
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)

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)

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)

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

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

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

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

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

**Certification**

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

Electronic Signature | Stephen Jowers

Date | 09/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditure ($)</th>
<th>Budgeted Expenditures in FY 2021 ($)</th>
<th>Budgeted Expenditures in FY 2022 ($)</th>
<th>Budgeted Expenditures in FY 2023 ($)</th>
<th>Budgeted Expenditures in FY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>386-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>New line item: The COVID-19 pandemic exposed our need to have technology for students to ensure that we significantly minimize, if not eliminate, future disruptions to teaching and learning. To accomplish this, we will be purchasing macbooks (50) for our 7-8th Grade students.</td>
<td>$39,950</td>
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<td>09-1000-650</td>
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<tr>
<td>386-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Supplies-Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>New Line Item: The COVID-19 pandemic exposed our need to have technology for students to ensure that we significantly minimize, if not eliminate, future disruptions to teaching and learning. To accomplish this, we will be purchasing iPads (50) for our PreK-2nd Grade students</td>
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<td>$-</td>
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<td>09-1000-650</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Line Item: The COVID-19 pandemic taught us that our teachers need more time to ensure classrooms are clean and safe and they need more time to plan and prepare in order to maximize teaching and learning experiences for students, especially in response to learning loss. Therefore, Premium Incentive Pay will be provided for all certified positions assigned employees over the 2020-2021 and 2021-2022 school year. Paying the Premium pay over the year will offset the possible shortage of staffing exacerbated by the pandemic. Only employees who retain employment will receive the full premium incentive pay.</td>
<td>$42,000</td>
<td>$ -</td>
<td>$42,000</td>
<td>$ -</td>
<td>$ -</td>
<td>09-1000-110</td>
<td>New Line Item. Per narrative, Premium Retention Pay for Licensed teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. Per applicant, Staff are aware and have agreed. 27 Certified staff members at $1,500 and 2 certified staff members at $750. Any certified employee who was employed with USD 386 Madison-Virgil for the 2020-2021 school year and who is currently under contract with USD 386 for the 2021-2022 School year will receive a one-time lump sum of $1,500 to be paid on or before November 15, 2021. Any certified employee under contract with USD 386 Madison-Virgil for the 2021-2022 school year, but was not employed with USD 386 Madison-Virgil for the 2020-2021 School year will receive a one-time lump sum of $750 to be paid on or before November 15, 2021. The payout was planned and board approved.</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Line Item: The COVID-19 pandemic taught us that our classified staff need more time to ensure our school is clean, safe, and ready for students each day. Therefore, Premium Incentive Pay will be provided for all non-certified positions assigned employees over the 2020-2021 and 2021-2022 school year. Paying the Premium pay over the year will offset the possible shortage of staffing exacerbated by the pandemic. Only employees who retain employment will receive the full premium incentive pay.</td>
<td>$27,750</td>
<td>$ -</td>
<td>$27,750</td>
<td>$ -</td>
<td>$ -</td>
<td>09-1000-120</td>
<td>New Line Item. Per narrative, Premium Retention Pay for Classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. Per applicant, Staff are aware and have agreed. Any classified employee who was employed by USD 386 Madison-Virgil for the 2020-2021 school year and has continued their employment with USD 386 through October 30, 2021 will receive a lump sum of $1,125 to be paid on or before November 15, 2021. Any classified employee who is currently an employee of USD 386 Madison-Virgil, but was not an employee of USD 386 for the 2020-2021 school year and has continued their employment through October 30, 2021 will receive a lump sum of $375 to be paid on or before November 15, 2021. Additionally any classified staff member employed with USD 386 through March 31, 2022 will receive a lump sum of $375 to be paid on or before April 15, 2022. The payout was planned and board approved.</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Line Item: As a part of providing staff with Premium Pay in response to the COVID-19 pandemic and the extra time and duties needed from staff, we will need to cover FICA/ Social Security.</td>
<td>$5,580</td>
<td>$ -</td>
<td>$5,580</td>
<td>$ -</td>
<td>$ -</td>
<td>09-1000-220</td>
<td>New Line Item</td>
</tr>
</tbody>
</table>
New Line Item: In response to learning loss caused by the COVID-19 pandemic, we will hire additional staff in the form of classroom aides to provide additional social-emotional and instructional support, especially with reading and math.

$34,000

New Line Item: The COVID-19 pandemic exposed the need for us to more regularly and accurately assess student comprehension and understanding and then response by meeting them instructionally at their level. To do this and to support and strengthen our current MTSS program and resources, we will purchase Aimsweb Plus, leveled readers, and manipulatives.

$10,271

Change Request: We are hosting an engaging and exciting learning opportunity for students PreK-8 grade to address both the loss of learning due to the pandemic as well as helping students get head start on grade level and learning level needs for the upcoming school year.

$30,000
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 | Unified School District #405-Lyons

District Number | 405

Mailing Address | 800 South Workman

Mailing 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 | +16202575196

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 onsite 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 ow 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?

No

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)
Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

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

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

**Local Education Agency (LEA) Assurances**

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

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

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

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

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

- Discrimination on the basis of 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))

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)

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)

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)

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.

6 of 7
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

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

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

Providing mental health services and supports.

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

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

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

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

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

**Certification**

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

Electronic Signature  Bill Day

Date  09/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Other Equipment</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditure in SFY 2021 ($)</th>
<th>Budgeted Expenditure in SFY 2022 ($)</th>
<th>Budgeted Expenditure in SFY 2023 ($)</th>
<th>Budgeted Expenditure in SFY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>405-1-001-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Other Equipment</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>An additional floor scrubber will allow us to clean and disinfect a much larger area more often</td>
<td>$17,500</td>
<td>$7,500</td>
<td>$10,000</td>
<td>$</td>
<td>07E26007390000261</td>
<td>Approved at 6/9/2021 State Board Meeting. Scrubber is used with disinfecting products to disinfect floors. Vacuum was removed. Total allocation moved to FY21 to pay for disinfecting floor scrubber (Phone call, 5/4/2021)</td>
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<td>405-1-002-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Other Equipment</td>
<td>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</td>
<td>Installation of bottle filler stations to replace water fountains</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$</td>
<td>$</td>
<td>07E26007390000261</td>
<td>Approved at 6/9/2021 State Board Meeting.</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Certified salaries for after school program</td>
<td>$20,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>07E10001180000261</td>
<td>Approved at 6/9/2021 State Board Meeting. 26 teachers After school support (Phone Call, 4/23/2021)</td>
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<td>405-1-004-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Classified salaries for after school program</td>
<td>$20,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>07E10001210000261</td>
<td>Approved at 6/9/2021 State Board Meeting. 15 paras After school support (Phone Call, 4/23/2021)</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Certified salaries for summer school program</td>
<td>$35,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
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<td>Approved at 6/9/2021 State Board Meeting. 26 teachers Summer School (Phone Call, 4/23/2021)</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Classified salaries for summer school program</td>
<td>$35,000</td>
<td>$10,000</td>
<td>$10,000</td>
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<td>07E10001200000261</td>
<td>Approved at 6/9/2021 State Board Meeting. 15 paras Summer school (Phone Call, 4/23/2021).</td>
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<td>Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Substitute teacher salaries for staff quarantined/absent</td>
<td>Change Request</td>
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<td>Direct Allocation</td>
<td>$73,340</td>
<td>$44,000</td>
<td>$19,340</td>
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<td>Change Request: Was approved for $44,000 in SFY 2021, $22,000 in SFY 2022, and $10,000 in SFY 2023.</td>
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<td>Direct Allocation</td>
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<td>Direct Allocation</td>
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<td>Direct Allocation</td>
<td>$6,120</td>
<td>$1,530</td>
<td>$1,530</td>
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<td>Approved at 6/9/2021 State Board Meeting.</td>
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<td>$80</td>
<td>$20</td>
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<td>405-1-016-20211012</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Matching retirement for temp checkers</td>
<td>$144</td>
<td>$36</td>
<td>$36</td>
<td>$36</td>
<td>$36</td>
<td>Approved at 6/9/2021 State Board Meeting</td>
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<td>405-1-017-20211012</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Professional - Education Services</td>
<td>10. Providing mental health services and supports</td>
<td>Mental health services for students and staff</td>
<td>$16,000</td>
<td>$1,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>Approved at 6/9/2021 State Board Meeting. Never offered mental health services before, but need to address mental health concerns caused by remote/distance learning (Phone Call, 4/28/2021)</td>
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<td>405-1-018-20211012</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Intereducational, Interagency Purchased Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>New Item - LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades 3-5, thus effecting intermediate levels, due to Covid-19. Software name is Sunday System</td>
<td>$52,562</td>
<td>$15,000</td>
<td>$24,000</td>
<td>$-</td>
<td>$13,562</td>
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<td>405-1-019-20211012</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs</td>
<td>$100,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$-</td>
<td>$-</td>
<td>Approved at 6/9/2021 State Board Meeting. Addressed in Narrative (Phone Call, 4/23/2021)</td>
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<tr>
<td>405-1-020-20211012</td>
<td>Eligible Direct Allocation Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>supplies for summer school</td>
<td>$12,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>Approved at 6/9/2021 State Board Meeting.</td>
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<td>405-1-021-20211012</td>
<td>Eligible Direct Allocation Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA- and school facilities</td>
<td>cleaning &amp; sanitizing of district-owned band instruments</td>
<td>$34,000</td>
<td>$17,000</td>
<td>$17,000</td>
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<td>Approved at 6/9/2021 State Board Meeting.</td>
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<tr>
<td>405-1-022-20211012</td>
<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software)</td>
<td>11B. Planning and implementing supplemental after-school programs supplies for after school program</td>
<td>$ 6,000</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
<td>$ 1,500</td>
<td>07E10006120000261 Approved at 6/9/2021 State Board Meeting.</td>
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<tr>
<td>405-1-023-20211012</td>
<td>Eligible Direct Allocation Instruction Property</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff equipment, licenses, &amp; PD for distance learning through RUS grant</td>
<td>$ 17,000</td>
<td>$ 17,000</td>
<td>$ -</td>
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<td>07E10007000000261 Approved at 6/9/2021 State Board Meeting.</td>
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<td>405-1-024-20211012</td>
<td>Eligible Direct Allocation Health Services Other Supplies and Materials</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities miscellaneous nurse supplies-masks/thermometers, etc.</td>
<td>$ 2,000</td>
<td>$ 500</td>
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<tr>
<td>405-1-025-20211012</td>
<td>Eligible Direct Allocation Operation &amp; Maintenance of Plant Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff hiring additional custodian to assist with sanitizing, cleaning</td>
<td>$ 25,000</td>
<td>$ 5,000</td>
<td>$ 20,000</td>
<td>$ -</td>
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<td>07E26001220000261 Approved at 6/9/2021 State Board Meeting.</td>
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<tr>
<td>405-1-026-20211012</td>
<td>Eligible Direct Allocation Operation &amp; Maintenance of Plant Group Insurance Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff health fringe for additional custodian</td>
<td>$ 7,200</td>
<td>$ 700</td>
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<td>405-1-027-20211012</td>
<td>Eligible Direct Allocation Operation &amp; Maintenance of Plant Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff FICA/FICM for additional custodian</td>
<td>$ 1,910</td>
<td>$ 380</td>
<td>$ 1,530</td>
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<td>405-1-028-20211012</td>
<td>Eligible Direct Allocation Operation &amp; Maintenance of Plant Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff Unemployment for additional custodian</td>
<td>$ 25</td>
<td>$ 5</td>
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<td>405-1-029-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Repairs and Maintenance Services</td>
<td>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</td>
<td>indoor air quality study (FY21)/window replacement at Park Elementary (FY22) and Rice County Learning Center (FY21)</td>
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<th>Direct Allocation</th>
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<th>Regular Certified Salaries</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>FFCRA wages paid to staff who are quarantined and/or covid positive line items vary based on individual staff</th>
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<th>Regular Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>time used to review student data, disaggregate it, look for patterns, determine solutions to trouble areas, set goals and create action plans; also used for training on new math curriculum as well as other software programs</th>
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<td>Approved at 6/9/2021 State Board Meeting. 3 Day Teacher Academy</td>
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<th>Social Security Contributions</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
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<th>Instruction</th>
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<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Unemployment for teacher academy</th>
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<th>Regular Non-Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>salary to add paraeducator to support reading and math interventions</th>
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<td>$07E1000122 0000261</td>
<td>Approved at 6/9/2021 State Board Meeting. We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning la</td>
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<td>Group Insurance</td>
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<td>Instruction</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>fringe benefits for additional paraeducator</td>
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<td>FICA/FICM for additional paraeducator</td>
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<td>Unemployment for additional paraeducator</td>
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<th>Eligible Direct Allocation Support Services (Students)</th>
<th>General Supplies and Materials (includes computer software)</th>
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<td>405-1-038-20211012</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Direct</td>
<td>-</td>
<td>-</td>
<td>New Line Item. Per applicant, This is for PAT supplies so that parents will have them on hand when in-person visits cannot be made due to illness or quarantines of PAT staff or the families being served. Because families will have the supplies on hand, the PAT visits can take place virtually.</td>
</tr>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>supplies for families served through the Parents As Teachers program due to decreased in home visits-new item</td>
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<td>Gasoline</td>
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<td>New Line Item. Per applicant, One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.</td>
</tr>
<tr>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>fuel to take tests to Wichita-new item</td>
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<th>Eligible Direct Allocation Instruction</th>
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<td>405-1-037-20211012</td>
<td>Other Employee Benefits</td>
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<td>Approved at 6/9/2021 State Board Meeting. We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning la</td>
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<td>Unemployment for additional paraeducator</td>
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<tr>
<th>Eligible Direct Allocation Support Services (Students)</th>
<th>General Supplies and Materials (includes computer software)</th>
<th>$1,100</th>
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<td>405-1-038-20211012</td>
<td>General Supplies and Materials (includes computer software)</td>
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<td>New Line Item. Per applicant, This is for PAT supplies so that parents will have them on hand when in-person visits cannot be made due to illness or quarantines of PAT staff or the families being served. Because families will have the supplies on hand, the PAT visits can take place virtually.</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>supplies for families served through the Parents As Teachers program due to decreased in home visits-new item</td>
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<th>$500</th>
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<td>Gasoline</td>
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<td>New Line Item. Per applicant, One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.</td>
</tr>
<tr>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>fuel to take tests to Wichita-new item</td>
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<td>Budget Code</td>
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<td>Other Student Transportation Services</td>
<td>Full-Time Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
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<tr>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Salaries for staff to take tests to Wichita-new item</td>
<td>Social Security Contributions</td>
<td>FICA/FICM for salaries for test transport-new item</td>
<td>Unemployment for salaries for test transport-new items</td>
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</tbody>
</table>

Per applicant, one of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.
Applicant details

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

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  USD 454

Applicant / Mailing Address

100 Bloomquist Dr Ste A
Burlingame, Kansas 66413

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Marcy Cassidy

Applicant / Email Address of Owner, CEO, or Executive Director  |  cassidy@usd454.net

Applicant / Phone Number  |  7856543328

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

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

Application details

Full District Name  |  Burlingame School District

District Number  |  454
The Burlingame School District has encountered numerous costs due to the impact of the Covid 19 Pandemic. The district has had to purchase a large amount of cleaning equipment, add custodial personnel and provide protective gear for students and staff. Student test data indicates that remote learning was not as effective as in-person learning, and many of our students declined academically. We are having to bolster our curriculum and add strategies to differentiate instruction in order to fill in the learning gaps caused by the Pandemic. Our students have also struggled socially and emotionally as a result of Covid 19. We added an additional counselor as well as a Resource Officer to assist students with their mental health needs. Many of the students at Burlingame are at risk due to a number of reasons. We have foster students, special education students and students who live below the poverty level. Students in these sub-groups suffered the greatest by not being in school and having daily contact with educators, interacting with the curriculum with teacher support as well as having adults to assist them with their social-emotional needs. The ESSER funding has provided our students with specifically designed interventions to assist them in recovering from this horrific 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 seq.). Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Providing mental health services and supports. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement. Developing strategies and implementing public health protocols for the reopening and operation of school facilities. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

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

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

The Burlingame School district proposed to expend ESSER II dollars to assist our students to recover academically, behaviorally and social/emotionally from the Covid 19 Pandemic as well as to keep students safe from the virus.

The district hired a Curriculum Director to assess student data, review curricular materials, purchase intervention materials and programs to assist in filling in the learning gaps from the Pandemic and assist teachers in the process of differentiating instruction to meet the newly developed diverse needs of our students. The Curriculum Director will also serve to assure
students who are At Risk due to special education needs, being in foster care or living in poverty receive the resources, instruction and support they need to recover from losses as a result of the Pandemic.

An additional school counselor and School Resource officer were hired to assist students with the behavioral and social-emotional needs students have incurred due to remote learning and the overall stress of the Pandemic. A counseling curriculum was purchased with earlier funds, so the counselors now have strategic lessons and objectives to teach students the skills needed to recover from this catastrophic experience. Since the start of the Pandemic, the Burlingame School District has seen an increase in the emotional needs of students. Many families have reached out with critical concerns especially those families who are at risk financially as well as emotionally.

An additional custodian as well as cleaning supplies and machines were purchased in order to assure student safety and to prevent the spread of the Covid 19 virus.

ESSER II funds were utilized to compensate all certified and classified staff members for the additional work they encountered due to the Pandemic such as: Creating and sustaining a remote learning platform, virtual learning, acquisition of technology skills, additional cleaning and communication.

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

The Burlingame School District will utilize data to assess the progress of our students in the following critical areas: Academics, Behaviors and Social/Emotional Health.

We will integrate the use of screeners and assessments to monitor and track student progress in all areas. We will implement interventions for students not demonstrating adequate growth in order to close the gap created by the Covid 19 Virus.

The district continues to monitor and track Covid cases in an effort to assure that we are cleaning the building and classrooms in a manner that slows 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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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

XLSX ESSERII-EditedApplication... (158 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 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))
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)
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)


34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.
§200.303 Internal controls.
§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following
certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently
debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this
transaction by any federal department or agency.

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

**Certification**

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

Electronic Signature  Marcy Cassidy

Date  09/14/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
<th>Budgeted Expenditures in SFY 2024 ($)</th>
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<td>Per narrative, “Staying home resulted in many of our students struggling both academically as well as socially/emotionally due to isolation and a lack of support.” “The addition of a part-time Curriculum Director who will perform the following jobs: assess the effectiveness of current adopted curriculum as it relate to relevance and rigor, provide professional development to teachers on topics related to instructional effectiveness, monitor and track student data, assist with the planning and implementation of academic interventions, coordinate testing, implement new assessment tools, conduct walk-through observations in order to provide teachers with instructional support and data regarding the use of instructional strategies.”</td>
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<td>Per applicant, “This is a FOUR week summer learning academy. It runs Monday through Thursday from 9 AM to 11 AM. However, on Thursdays, the group goes on a field trip so the hours are 9 AM to 1 PM. Each day of the academy focuses on a different learning target: Reading, Math, STEM/Science and then a social emotional lesson prior to a field trip. I have two teachers who planned all of the activities and one para to assist a student with special needs. We have approximately 20 to 25 students in attendance each week. Our school counselor comes in once a week to provide a social emotional lesson for all students. We included a weekly field trip in order to practice the social skills that were taught in the lesson via the counselor.”</td>
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<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.</td>
<td>$ 250</td>
<td>$ 250</td>
<td>-</td>
<td>-</td>
<td>$</td>
<td>-</td>
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<tr>
<td>Approved at 7/13/2021 State Board Meeting</td>
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<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Allocation</td>
<td>Direction</td>
<td>Employee Benefits</td>
<td>Amount</td>
<td>$50</td>
<td>$50</td>
<td>$ -</td>
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<td>Approved at 7/13/2021 State Board Meeting</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Approved at 7/13/2021 State Board Meeting</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation of Buildings</td>
<td>Full-Time Non-Certified Salaries</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>Change Request-Was approved for $33,500 in SFY 2021. Per narrative, &quot;The Burlingame School District will maintain an additional custodian in order to assure the quality and quantity of cleaning prevents the spread of the Covid-19 virus.&quot;</td>
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<tr>
<td>454-1-014-20211012</td>
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<td>Operation of Buildings</td>
<td>Group Insurance</td>
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<td>$2,400</td>
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<td>Change Request-Was approved for $3,000 in SFY 2021</td>
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<td>Other Employee Benefits</td>
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<td>$250</td>
<td>$250</td>
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<td>Change Request-Was approved for $500 in SFY 2021</td>
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### 10. Providing mental health services and supports

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Resource Officer will teach students about safety, monitor student behavior, intervene with dangerous behavior, serve as a positive role model, provide students with advice regarding their behavioral choices, assist with the prevention of bullying.</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

Approved at 7/13/2021 State Board Meeting. Per applicant, “Resource Officer: Since the onset of the Pandemic, we have seen a rise in student behaviors such as bullying, drug and alcohol use, etc. We believe that having a resource officer on campus could potentially decrease such problems and behaviors. Police officers should be seen as positive role models and be on site to support the immediate social/emotional needs of students. We would partner with our local county sheriff's office where they will train the officers to teach students lessons on making healthy choices as it relates to drugs, alcohol, gang activity, bullying, social media, as well as illegal activities that some of our students have chosen to take part in recently.” Per follow up question if SRO would work with counselor to address emotional support and choices, applicant stated: “Absolutely!!! My administration and counselor already work with the local police department regularly and counsel students together for things that happen on and off of our campus. We had several students threaten to commit suicide over the course of this past school year. We had to contact authorities to respond to such crises alongside my counselor, especially when the students had access to any sort of weapon. I wish we had not had such situations, but we want to be as proactive as possible with our students. Perhaps having a relationship with an officer would be another layer of prevention. Students might reach out and talk to someone prior to getting to that point.”

### 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote Learning Platforms, Virtual Learning, acquisition of technology skills, cleaning. Additional communication with families.</td>
<td>$34,000</td>
</tr>
</tbody>
</table>

New Line Item. This will be for 34 staff members. Each staff member will be paid $1,000 in premium pay. This will be paid out in May 2022. Per narrative, ESSER II funds were utilized to compensate all certified and classified staff members for the additional work they encountered due to the Pandemic such as: Creating and sustaining a remote learning platform, virtual learning, acquisition of technology skills, additional cleaning and communication. Per applicant, the district created an MOU with staff for Premium Pay, and the teacher's union submitted a list of extra duties expected to perform for 21-22 for the local Board's consideration. The local Board approved Premium Pay.
### 454-1-019-20211012

#### Eligible Direct Allocation

| Instruction | Regular Non-Certified Salaries | Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote Learning Platforms, Virtual Learning, acquisition of technology skills, cleaning. Additional communication with families. | $15,000 | $ - | $15,000 | $ - | $ - | 7 |

New Line Item. This will be for 15 staff members. Each staff member will be paid $1,000 in premium pay. This will be paid out in May 2022. Per narrative, ESSER II funds were utilized to compensate all certified and classified staff members for the additional work they encountered due to the Pandemic such as: Creating and sustaining a remote learning platform, virtual learning, acquisition of technology skills, additional cleaning and communication. Per applicant, the district created an MOU with staff for Premium Pay, and the teacher’s union submitted a list of extra duties expected to perform for 21-22 for the local Board’s consideration. The local Board approved Premium Pay.

### 454-1-020-20211012

#### Eligible Direct Allocation

| Instruction | Social Security Contributions | Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote Learning Platforms, Virtual Learning, acquisition of technology skills, cleaning. Additional communication with families. | $3,800 | $ - | $3,800 | $ - | $ - | 7 |

New Line Item.

### 454-1-021-20211012

#### Eligible Direct Allocation

| Instruction | Other Employee Benefits | Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote Learning Platforms, Virtual Learning, acquisition of technology skills, cleaning. Additional communication with families. | $596 | $ - | $596 | $ - | $ - | 7 |

New Line Item: Program information needed; Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID.

Recommended Strategy: Provide additional academic support - Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. o Secondary - 450 students – Offer choice of 2 sessions for 3 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 3 weeks each.o 50 teachers estimated to teach each session.
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
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.


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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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 o-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 and upgrade technology for students to have reliable devices while at home. 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 o-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 o-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 III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- 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))

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)

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)

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

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

- Financial management.
- Internal controls.
- Equipment.
- Supplies.
- General procurement standards.
- Methods of procurement to be followed;
- Cost Principles:
  - Factors affecting allowability of costs.
  - Reasonable costs.
  - Allocable costs.
  - Direct costs.
  - Required certifications.
- 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:


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

**Certification**

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

**Electronic Signature**

Kaye Linton

**Date**

04/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<thead>
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<th>Expenditure ID</th>
<th>Eligibility</th>
<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
<th>ESSER Allowable Use</th>
<th>Please describe the expenditures within the account and how they will address a COVID-19 need</th>
<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
<th>Budgeted Expenditures in SFY 2023 ($)</th>
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<td>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</td>
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<td>08-2620-325-400-408</td>
<td>Approved at State Board 5/11/2021</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Executive Administration</td>
<td>Renting Land and Buildings</td>
<td>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</td>
<td>Facilities rental (Crosswinds) Jan-Mar 12, 2021</td>
<td>$ 17,430</td>
<td>$ 17,430</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>31-2329-441-000-002</td>
<td>Approved at State Board 5/11/2021</td>
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<td>460-1-003-20211012</td>
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<td>Direct Allocation</td>
<td>Other Executive Administration</td>
<td>Renting Land and Buildings</td>
<td>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</td>
<td>Repairs to rental facility (Crosswinds)</td>
<td>$ 455</td>
<td>$ 455</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>31-2329-441-000-002</td>
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<td>460-1-004-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Other Professional Education Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
<td>Internet/Wi-Fi hot spots at rental facility (Crosswinds)</td>
<td>$ 4,333</td>
<td>$ 4,333</td>
<td>$ -</td>
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<td>$ -</td>
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<td>Line Item</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Nursing Services</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Student face masks</td>
<td>$</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>06-2134-610-000-011</td>
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<td>Direct Allocation</td>
<td>Eligible</td>
<td>Nursing Services</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Student face masks</td>
<td>$1,565</td>
<td>$1,565</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>460-1-006-20211012</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Maintenance of Buildings</td>
<td>Overtime Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Custodian overtime-Crosswinds</td>
<td>$256</td>
<td>$256</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Approved at State Board 5/11/2021</td>
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<td>460-1-007-20211012</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Maintenance of Buildings</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Custodian -Crosswinds</td>
<td>$7,604</td>
<td>$7,604</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>460-1-008-20211012</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Nursing Services</td>
<td>Full-Time Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Hired 2nd full-time nurse for COVID</td>
<td>$7,415</td>
<td>$7,415</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Approved at State Board 5/11/2021</td>
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<tr>
<td>460-1-009-20211012</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Full-Time Substitute Salaries for Certified Staff</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>Hired 3 full-time subs for COVID</td>
<td>$12,086</td>
<td>$12,086</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Approved at State Board 5/11/2021</td>
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<tr>
<td>460-1-010-20211012</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Other Executive Administration</td>
<td>Student Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Line Item: Character development lessons per grade level, online access focusing on building habits for personal growth. Professional development-staff-school climate/culture improvement staff/student leadership</td>
<td>$2,496</td>
<td>$2,496</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item; Relate to COVID-19; Applicant responded via email: This is for our Character Strong curriculum we are using for social/emotional support and development. This is in direct response to increased SEL needs with kids K-12. While we purchased this curriculum in FY21, this is for the FY22 school year.</td>
<td></td>
</tr>
<tr>
<td>460-1-011-20211012</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Other Executive Administration</td>
<td>Supplies &amp; Materials</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>New Line Item: Nurse conference addressing COVID protocols</td>
<td>$460</td>
<td>$460</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item</td>
<td></td>
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<tr>
<td>460-1-012-20211012</td>
<td>Direct Allocation</td>
<td>Eligible</td>
<td>Maintenance of Buildings</td>
<td>Full-Time Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New Line Item: Custodian for our off-site location</td>
<td>$6,443</td>
<td>$6,443</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>New Line Item; Relate to COVID-19; Applicant responded via email: We had to hire an additional custodian while our kids were attending school in an off-site location. We used the off-site location to spread kids out to a distance of 6 feet. We needed the custodian to clean and disinfect these off-site locations, which we would not have needed if we didn’t have to spread kids out due to COVID.</td>
<td></td>
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<tr>
<td>Code</td>
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<td>Direct Allocation</td>
<td>Service</td>
<td>Full-Time/Certified Salaries</td>
<td>Action</td>
<td>Description</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
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<tr>
<td>460-1-013-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Full-Time Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New Line Item: Hied 2nd full time nurse during COVID</td>
<td>$6,694</td>
<td>$6,694</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-2134-111-000-001</td>
<td>New Line Item</td>
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<tr>
<td>460-1-014-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitute Salaries for Certified Staff</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New Line Item: Hired 3 full-time subs for COVID</td>
<td>$10,986</td>
<td>$10,986</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-112-000-001</td>
<td>New Line Item</td>
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<tr>
<td>460-1-015-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Other Professional Education</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>New Line Item: Internet for our off-site location</td>
<td>$999</td>
<td>$999</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>08-2200-329-000-009</td>
<td>New Line Item</td>
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<tr>
<td>460-1-016-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (includes software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>New Line Item: Chromebooks for home-based learning while students are out of school due to isolation and quarantine.</td>
<td>$28,310</td>
<td>$28,310</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>31-1000-736-000-002</td>
<td>New Line Item</td>
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<tr>
<td>460-1-017-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Other Executive Administration</td>
<td>Supplies &amp; Materials</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>New Line Item: Mileage reimbursement for staff to and from our off-site rental location for more adequate classroom space</td>
<td>$3,087</td>
<td>$3,087</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>31-2239-600-000-002</td>
<td>New Line Item; New Line Item; Relate to COVID-19: Applicant responded via email: Our teachers were required to transport themselves each day to our off-site location. This expense was to reimburse their travel mileage to and from the off-site location. We had to utilize the off-site location to spread students out further, which would not have been necessary without COVID. So, this is reimbursing teachers for their mileage that they drove each day to the off-site location.</td>
</tr>
<tr>
<td>460-1-018-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Nursing Services</td>
<td>Full-Time Certified Salaries</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>New Line Item: Hied 2nd full time nurse during COVID</td>
<td>$742</td>
<td>$742</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-2134-111-000-001</td>
<td>New Line Item</td>
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<tr>
<td>460-1-019-20211012</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Property</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>New Line Item: Purchased 25 air purification systems for our K-6 classrooms</td>
<td>$52,500</td>
<td>$52,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>31-1000-700-000-002</td>
<td>New Line Item; Allowable if CDC guidelines are met.</td>
</tr>
<tr>
<td>Program Information Needed</td>
<td>Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a “F” as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support - Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. o Secondary - 450 students – Offer choice of 2 sessions for 3 weeks each. o Elementary 500 students - Offer choice of 2 sessions for 3 weeks each. o 50 teachers estimated to teach each session.</td>
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</table>
Applicant details

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

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

Select an Applicant Type | Unified School District
Applicant / Entity Name | USD 462 Central Burden
Applicant / Mailing Address
700 North Main
PO Box 128
Burden, KS 67019
Applicant / First and Last Name of Owner, CEO, or Executive Director | lbartel@usd462.org
Applicant / Email Address of Owner, CEO, or Executive Director | rshaffer@usd462.org
Applicant / Phone Number | 6204382218

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

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

Fiscal Agent / Name (if applicable) | lbartel@usd462.org
Fiscal Agent / Email (if applicable) | rshaffer@usd462.org
Application details

<table>
<thead>
<tr>
<th>Full District Name</th>
<th>Central</th>
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<tbody>
<tr>
<td>District Number</td>
<td>462</td>
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<tr>
<td>Mailing Address</td>
<td>Street Address</td>
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<tr>
<td>Mailing City</td>
<td>Burden</td>
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<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
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<td>Authorized Representative of the District</td>
<td>Email Address</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
</tr>
</tbody>
</table>

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

Other District Representative 1 | Email Address | Lbartel@usd462.org |
Other District Representative 2 | Email Address | rshaffer@usd462.org |

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

During the 2020-21 school year, USD 462, while able to operate with a face-to-face learning environment for a large majority of students experienced issues regarding academics due to the COVID-19 pandemic. Absent students, absent staff created issues in maintaining continuity necessary for academic achievement. Due to our low socio-economic nature, we spent a great deal of time addressing problems related to the COVID-19 pandemic as far as academics, remote learning, connectivity, technology, understanding safety protocols and other issues are concerned.
Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

No

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


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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)
Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 462, Central Burden Schools has chosen to use ESSER II funds, if approved, as a resource to address academic learning loss and social-emotional issues experienced due to the COVID-19 pandemic, as opposed to other items such as PPE and ventilation. We are a small rural school with a high number of low socio-economic students. While we were able to complete the full year on an in-person basis, we still experienced issues with teacher absenteeism, student absenteeism and academic continuity, due to the pandemic. We purchased Ben-Q teaching boards for all classrooms, using county SPARKS funds. This enabled us to live stream, record and store teacher lessons for those who did not or could not attend due to COVID-19. However, with all of this technology, requiring bandwidth, we found that our infrastructure was lacking. Increasing staff, to lower student to adult ratio, is key. We feel that smaller student groups will help us address learning loss amongst our student population and help us return to normalcy, if possible. To address social-emotional issues due to COVID-19 with all students, especially low socio-economic families and students with disabilities, we would like to address that with an addition of 1.25 licensed social workers to work with students and families in need. Professional development for staff and administrators relating to the pandemic, learning loss and socio-economic issues can only benefit all students at USD 462.

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

It is anticipated that increasing and improving broadband for students, reducing group sizes of students, providing more intensive instruction. Assisting families, students and teachers in coping with social-emotional issues due to COVID-19, will help shorten and eradicate learning losses. It is our hope to see an increase in academic achievement and an increase in academic achievement screening scores and Kansas Assessment scores. Using these reasonable and allowable requests for ESSER II funds, USD 462 will be able to shorten the effects of COVID-19.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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))

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)

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)

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)


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:


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

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

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

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

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature  | Rick Shaffer
Date                  | 09/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Funding Stream</th>
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<td>Please describe the expenditures within the account and how they will address a COVID-19 need</td>
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<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
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<td>Software for students and teachers that aids in regular and substantial interaction between students and teachers, which assists addressing learning loss due to COVID-19.</td>
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<td>$3,455</td>
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**Instruction 1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.**

**Adding staff to lower class sizes due to COVID-19 related safety protocols and establishing a safer in-person environment for students in most need of support.**

**$20,550**

**Instruction 11A. Planning and implementing summer learning or enrichment programs**

**Covers additional salary/expenses for staff associated with additional learning to address needs created by COVID-19 pandemic and implementing summer programs tied to activities.**

**$2,500**

**Instruction 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff**

**Addresses social/emotional needs of students, families and teachers related to issues caused by COVID-19.**

**$48,500**

**Instruction 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff**

**Addresses social/emotional needs of students, families and teachers related to issues caused by COVID-19.**

**$12,500**

**Instruction 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff**

**Payments to personnel whose duties cannot be performed due to COVID-19 or have underlying health conditions that prohibits them from being at work due to COVID-19.**

**$1,800**

**Instruction 12. Addressing learning loss among students, including vulnerable populations**

**Purchase curriculum targets toward areas in which students have fallen behind due to COVID-19 and implementing evidence-based activities to meet the needs of students.**

**$3,455**
<p>| Eligible Direct Allocation | Instruction Purchase Services | Other Purchased Services | 3. Providing principals and other school leaders with resources to address individual school needs | Providing professional development for staff and administrators to address leading during a pandemic, addressing learning loss and addressing mental health for students and staff, related to COVID-19 Pandemic. The name of the program is Motivating and Managing Hard-to-Reach, Uninterested and Disruptive Students, caused by COVID-19. | $10,000 | - | $10,000 | - | 65500 | Approved at 7/13/2021 State Board Meeting |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Eligible Direct Allocation | Instruction Purchase Services | Other Purchased Services | 3. Providing principals and other school leaders with resources to address individual school needs | Providing professional development for staff and administrators to address leading during a pandemic, addressing learning loss and addressing mental health for students and staff, related to COVID-19 Pandemic | $14,000 | - | $14,000 | - | 65500 | Approved at 7/13/2021 State Board Meeting |
| Eligible Direct Allocation | Instruction Purchase Services | Full-Time Non-Certified Salaries | 11B. Planning and implementing supplemental after-school programs | Payments to personnel for after school curriculum in which students have fallen behind due to COVID-19 and implementing evidence-based activities to meet the needs of students | $2,000 | - | $2,000 | new items | 64990 | New Line Item. Per applicant, After school program aimed at addressing students who may have experienced learning loss due to remote learning or loss of at school time due to COVID-19. |
| Eligible Direct Allocation | Nursing Services Regular Certified Salaries | Other Purchased Services | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Payment for extra hours for nurse due to COVID-19 extra related duties | $10,405 | - | $10,405 | - | 65400 | New Line Item. Per applicant, Will perform necessary contract training of COVID-19; notifying and communicating with parents on COVID-19 protocol; Liaison between school and county health department; provide extra resource for teachers for issues related to COVID-19; Implementation of procedures to mitigate COVID-19. |</p>
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<td>New Item - LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades 3-5, thus effecting intermediate levels, due to Covid-19. Software name is Sunday System</td>
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### 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff

Payments for salaries for extra hours for reading coach

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</table>

New Line Item. Per applicant, Extra reading coaching salary during non-school time to develop strategies for classroom teachers to address student learning loss due to COVID-19 pandemic. Work with staff to implement successful reading strategies to address academic loss due to COVID-19.

### 118. Planning and implementing supplemental after-school programs

Friday School Teacher Salary

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>600</td>
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New Line Item. Per applicant, Our school district utilizes a 4-day school per week schedule. Friday School would be extended school time for those students who are struggling from either missing school due to COVID-19 or suffering learning loss form remote learning or school not being in session due to COVID-19.

### 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

Bottle filler/safety/sanitizing to reduce risks for covid-19 transmission

<table>
<thead>
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<tr>
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New Line Item. Per narrative, We purchased Ben-Q teaching boards for all classrooms, using county SPARKS funds. This enabled us to live stream, record and store teacher lessons for those who did not or could not attend due to COVID-19. However, with all of this technology, requiring bandwidth, we found that our infrastructure was lacking. Per applicant, Increase broadband ability for students and staff for better connectivity. This expenditure is related to a previous ESSER II request that was approved. The original estimated cost was too low.

### 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students

Technology Infrastructure for connectivity for students/staff

<table>
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<tbody>
<tr>
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</table>

New Line Item. Per narrative, We purchased Ben-Q teaching boards for all classrooms, using county SPARKS funds. This enabled us to live stream, record and store teacher lessons for those who did not or could not attend due to COVID-19. However, with all of this technology, requiring bandwidth, we found that our infrastructure was lacking. Per applicant, Increase broadband ability for students and staff for better connectivity. This expenditure is related to a previous ESSER II request that was approved. The original estimated cost was too low.

### 12. Addressing learning loss among students, including vulnerable populations

Purchase curriculum targets toward areas in which students have fallen behind due to COVID-19 and implementing evidence-based activities to meet the

<table>
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New Line Item
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<td>Instruction</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students</td>
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</table>

New Line Item. Per narrative, Due to our low socio-economic nature, we spent a great deal of time addressing problems related to the COVID-19 pandemic as far as academics, remote learning, connectivity, technology, understanding safety protocols and other issues are concerned. Per applicant, Allows teachers better technology connectivity with their students which will enable them to provide better learning opportunities that will help to address learning loss due to the COVID-19 pandemic.

New Line Item. Per applicant, Professional development for principals for the purpose of providing them knowledge and resources to address possible student academic achievement loss due to the COVID-19 pandemic.

New Line Item. Per applicant, Additional teacher aide hours for assisting classroom teachers in providing more individualized instruction and tutoring to address possible student academic loss due to COVID-19.

New Line Item. Per applicant, Professional development for principals for the purpose of providing them knowledge and resources to address possible student academic achievement loss due to the COVID-19 pandemic.
Kansas CommonApp (2020)
2080-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

499_Galena_ESSER II Plan_Change #2

Applicant details

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

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

Select an Applicant Type
Unified School District

Applicant / Entity Name
Galena USD 499

Applicant / Mailing Address
702 E. 7th Street
Galena KS 66739

Applicant / First and Last Name of Owner, CEO, or Executive Director
Dr. Trey Moeller

Applicant / Email Address of Owner, CEO, or Executive Director
trey.moeller@galena499.org

Applicant / Phone Number
6207834499

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

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

Application details

Full District Name
Galena USD 499

District Number
499
Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.

Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counselling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming. The majority of our students' academic and SEL needs have been impacted by the pandemic. With approximately 50% of our students on Free Lunches and another 20% on Reduced Lunches (prior to the everyone is free status), the pandemic circumstances have increased the impact of poverty upon our students. Our parents do not have the resources to provide digital tools for their children so the already significant “digital divide” in our community exploded; exasperating the need to provide technological tools and resources for our students.

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing
evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age. ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.

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

Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas.

Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds
Throughout the period of the grant award, the LEA will comply with all requirements of:

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

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

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

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

- Discrimination on the basis of 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))


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)


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 complyng 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)


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:


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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Certification

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

Electronic Signature | Dr. Trey Moeller

Date | 09/03/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expediting ID</th>
<th>Eligibility Review Recommendation</th>
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<td>Direct Instruction</td>
<td>Planning and implementing summer learning or enrichment programs</td>
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</tbody>
</table>

Please describe the expenditures within the account and how they will address a COVID-19 need

CHANGE REQUEST: $1,550 reappropriated in this plan based on actual expenditures and reappropriation: Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)

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<th>Budgeted Expenditures in SFY 2022 ($)</th>
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<td>$ -</td>
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<td>Change Request - Was approved for $31,750 in SFY 2021, $38,000 in SFY 2022, $40,000 in SFY 2023, and $15,000 in SFY 2024. Per applicant, in order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 – 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July….; Dates for 2022 and 2023 have not yet been determined). We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program.</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Salaries</td>
<td>Full-Time Certified Salaries</td>
<td>CHANGE REQUEST: $ reappropriated in this plan based on actual expenditures and reappropriation: Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)</td>
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### 11A. Planning and implementing summer learning or enrichment programs

**CHANGE REQUEST:** $37,519 reappropriated in this plan based on actual expenditures and reappropriation:

**Summer Program:** We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)

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### 11A. Planning and implementing summer learning or enrichment programs

**CHANGE REQUEST:** $37,519 reappropriated in this plan based on actual expenditures and reappropriation:

**Summer Program:** We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)

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| Eligible Direct Allocation | Office of the Superintendent | Technical Services | 3. Providing principals and other school leaders with resources to address individual school needs | CHANGE REQUEST: $1 reappropriated in this plan based on actual expenditures and reappropriation: Greenbush (Administrative Services): Support for planning and implementing COVID-19 response for academic and SEL challenges we face | $2,700 | $ - | $1,350 | $1,350 | $ - | 38 | Change Request: Was approved for $1,350 in SFY 2021, $1,350 in SFY 2022, and $1,350 in SFY 2023 |
| Eligible Direct Allocation | Instructional Services | Technical Services | 10. Providing mental health services and supports | CHANGE REQUEST: $1 reappropriated in this plan based on actual expenditures and reappropriation: Greenbush (Crisis Prevention and Response Services): The partnership increases support for our district counselors to help meet the needs of students and teachers in times of district crisis. | $4,900 | $ - | $2,450 | $2,450 | $ - | 38 | Change Request: Was approved for $2,450 in SFY 2021, $2,450 in SFY 2022, and $2,450 in SFY 2023. |
| Eligible Direct Allocation | Instructional Services | Software 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 | CHANGE REQUEST: $1 reappropriated in this plan based on actual expenditures and reappropriation: Software etc Canvas, Edgenuity, etc.: Tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we face | $49,108 | $19,108 | $30,000 | $ - | $ - | 38 | Change Request: Was approved for $13,000 in SFY, $30,000 in SFY 2022, and $30,000 in SFY 2023. Per narrative, Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. |
| Eligible Direct Allocation | Instructional Services | Full-Time Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | CHANGE REQUEST: Based on actual salaries of teachers hired: ELE/MS/HS instructional Support Specialists: 3 certified positions to support the identification of, instructional planning and implementation for and progress monitoring of students who are not meeting identified learning targets. | $333,046 | $ - | $166,523 | $166,523 | $ - | 38 | Change Request: Was approved for $178,391 in SFY 2022 and $178,391 in SFY 2023. |
CHANGE REQUEST was a NEW ITEM in June (based on actual cost and added FY23 and FY24); Data collected after remote instruction highlighted that our students are not achieving at levels we normally expect and/or hope for. As such, and in order to develop the capacity for adaptive responses to unpredictable circumstances caused by the pandemic, efforts are necessary to integrate evidence-based instructional practices and resources into digitally organized units of instruction. Development and modification of instructional units will be based on identified gaps in learning according to specifically identified standards and subgroups of our student population (especially noted for our students living in poverty). Teachers and counselors will be provided the opportunity to access instruction, support and time to digitally organize instructional units based on an analysis of student learning and the integration of evidence-based instructional practices and resources. Participation by teachers is voluntary and is scheduled for Aug. 2-6, 2021. The length of day is defined in our negotiated agreement and participating teachers will be paid $200 per day. With a maximum of 62 participants for a maximum of 5 days, the maximum cost would be 62x5x200= $62,000. Galena utilizes Canvas as the platform for digitally organizing all elements of the instructional process.

NEW ITEM: Technology tools required to develop the capacity for adaptive responses to unpredictable circumstances caused by the pandemic, these tools are necessary to integrate evidence-based instructional practices and resources into digitally organized units of instruction. Equipment and technology purchase to include software, and hardware, including technology educational materials & supplies.

NEW ITEM: Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards; Instructional Supplies $147,104 $ - $ 46,104 $ 50,500 $ 50,500

New Line item. Related Rows 15 and 16 for summer program. New item identifies expenditures for supplies. Prior description of summer program: In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social-emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 -3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July…..; Dates for 2022 and 2023 have not yet been determined). We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program.

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12. Addressing learning loss among students, including vulnerable populations

**NEW ITEM: USD 499 is requesting FY22: $89,689, FY23: $90,000 for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner:**

- **Full time Certified Staff:** $600 per person
- **Full time Classified Staff:** $300 per person
- **Part time Certified Staff:** $300 per person
- **Part time Classified Staff:** $300 per person

Certified: This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to COVID. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered.

- Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss
- Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to analyze achievement and growth data
- Develop and provide targeted interventions
- Develop evaluation strategies to determine the effectiveness of targeted interventions
- Increased written and verbal communication with families to discuss and collaborate more frequently regarding continued achievement and growth strategies, supports, and results
- Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic
- Increased time and effort to provide learning opportunities in a digital environment

Classified: A payment for all classified staff members to prepare for and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 and 2022-23 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to COVID. Additional duties can and will include increased development of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, ...