Dear Task Force members,

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

**Proposed agenda for 6/4 Task Force meeting**

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 to 3:05pm</td>
<td>Call to Order</td>
</tr>
<tr>
<td>3:05 to 3:15pm</td>
<td>ESSER II: Application status update</td>
</tr>
<tr>
<td>3:15 to 3:25pm</td>
<td>ESSER II: Summary &amp; discussion of requests deemed eligible by KSDE</td>
</tr>
<tr>
<td>3:25 to 3:40pm</td>
<td>ESSER II: Discussion of change requests deemed eligible by KSDE</td>
</tr>
<tr>
<td>3:40 to 3:45pm</td>
<td>ESSER II: Vote to recommend slate to State Board</td>
</tr>
<tr>
<td>3:45 to 3:55pm</td>
<td>ESSER II: Review of change request process</td>
</tr>
<tr>
<td>3:55 to 4:00pm</td>
<td>Next steps and schedule for future Task Force meetings</td>
</tr>
</tbody>
</table>

**Update on ESSER II Application Process:**

The ESSER II application process was launched on March 24th, 2021 and is a rolling process unlike EANS. The KSDE review team has been hard at work reviewing applications in the order they have been submitted, following up with districts as needed for clarification of requests and to inform them of requests deemed ineligible. The first 55 applications were reviewed by the Task Force in prior meetings and approved by the Kansas State Board of Education on May 11th, 2021.

As discussed at the previous meeting, the goal for the Task Force will be to make their recommendations regarding additional applications submitted by May 21st, 2021 (81 in total) to the Kansas State Board of Education for final approval at their next meeting on June 8th. The first 34 of these applications were reviewed at the previous Task Force meeting on May 21st, 2021. KSDE has initiated review of all 47 remaining applications and has completed 37 of these reviews to date. Relative to prior batches, this batch is the largest in terms of number of requests and total amount; many applications have also required significant follow up with districts, which is still in progress.
KSDE has also reviewed an additional 5 applications that were submitted after May 21st to be included in this batch as well – bringing the total number of applications to be reviewed at this week’s Task Force meeting to 42; which brings the total number of applications for the State Board to 76.

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

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

**ESSER II Change Requests:**

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

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**Items Included in this Packet:**

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

- Summary of all new applications and requests included in this pre-read
- PDF of 42 reviewed applications, including a compiled list of all requests with KSDE eligibility recommendation by application
- Summary of all change requests included in this pre-read
- PDF of 4 reviewed change requests, including a compiled list of all requests with KSDE eligibility recommendation by application
As a reminder, in the meeting we will review applications and requests deemed eligible at a summary level. If there is a specific application or request you would like addressed in the Task Force meeting, please email ESSER@ksde.org no later than Thursday at 4pm so information for the district in question can be included in the presentation materials.
MINUTES

Commissioner’s Task Force on ESSER II and EANS Distribution of Money
Friday, May 21st

CALL TO ORDER
Chairman Porter called the weekly meeting of the Commissioner’s Task Force to order at 3:00p.m. on Friday, May 21st. The meeting was conducted via video conference and was live streamed for the public to observe and listen.

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

ATTENDANCE:
The following Task Force members attended by video conference:

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

APPROVAL OF MAY 7th MINUTES
Bert Lewis made a motion to approve of the May 7th minutes, and Mike Argabright had seconded it. Motion carried (19-0).
EANS I: Status Update and Overview of Change Request Process – Tate Toedman
Tate mentioned that the Kansas State Board of Education approved the Task Force recommendations of the EANS I reconsideration requests on Tuesday, May 11th, 2021. The KSDE review team has communicated these decisions to the schools, and service centers following the Board’s decision. Also, KSDE is in the process of developing a process for schools to submit change requests if they need to make minor adjustments to their approved EANS I expenditures.
He stated that any EANS I funds not accounted for in the initial process will be included in the EANS II application process in August/September.
Tate discussed that several guiding principles shape the EANS change request process; all guiding principles for EANS I eligibility should apply equally to change request evaluation, balance flexibility, consistent with the intent of the original approved requests.
Tate then mentioned that if private schools have found that they would like to submit a new request, they cannot submit it during the EANS I change request process. If a private school would like to have a new request considered, they will need to submit the specific request during EANS II (if they qualify for EANS II funding). The change request process in place is designed for minor adjustments of previously approved requests (such as dollar amount; or quantity of item). Change requests will be submitted by schools to the KSDE Review team via email, and there will be four categories that will need to be filled out.
Also included in his presentation were a few details about the EANS II process, which included the following (dates are tentative):

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

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

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

- 34 applications (representing 57K students; totaling to $25.7 million) will be reviewed by the Task Force today, and they will be included (if there are no changes) in the slate for next week to be voted on for recommendation to the Kansas State Board of Education during their June Board meeting (estimating 71 applications).
• 21 applications that have been received for this week's batch have applied for 95% or more of their ESSER II allocation. Although the majority of school districts are applying for their entire allocation, there are some that are not.
• 18% of total ESSER II allocation ($60.2 million) has been reviewed to date.

ESSER II: Summary & Discussion of Requests Deemed Eligible by KSDE – Doug Boline
Doug then mentioned that the average eligible expenditure per district is $757K (range is from $37K to $10,564K), and over the total length of plan, the eligible planned expenditures per student is $454 (range is from $34 to $1,388).
Note - These numbers reflect the 34 completed reviews included in the pre-read material for the May 21st Task Force meeting. Not all school districts are not using their entire allocation.

ESSER II: Discussion of Requests Deemed Ineligible by KSDE - Doug Boline
Doug Boline restated that the KSDE review team would like to avoid bringing the Task Force any ineligible requests, but sometimes school districts are persistent about bringing certain requests to the Task Force for discussion; and this is when they will be given to the Task Force. For example, USD 430 South Brown County has requested full-time certified salaries totaling to $369, and the relation related to the pandemic was shown as “reimburse to cover the costs for live streaming activities.” The KSDE rationale for not approving this request is that streaming extracurricular events is not an ESSER II allowable use.
Another section that the KSDE review team is receiving push back on is the additional pay for staff. There are two requirements in which the district must meet before additional pay would be approved as an eligible expenditure for the ESSER II funds, and the request must consist of the following (guidance as of Friday, May 21st, 2021):
1. The additional pay must be for activities that are above and beyond each individual's contractual job responsibilities, which in the case of ESSER must be directly related to COVID-19.
   AND
2. The additional pay must be committed prior to the additional duties being performed and may not be committed to retroactively to pay for duties previously performed.
Doug then stated that “Workforce bonuses other than hazard pay or overtime” are cited by the United States Treasury as an example of “costs that would not be eligible expenditures of payments from the Fund”.
Also, additional pay must be committed prior to the additional duties being performed.

ESSER I: Emerging Themes from Initial Quarterly ESSER Reports (as of March 31st) – Doug Boline
Doug started this section by mentioning that the the first year of the pandemic, Kansas public and private school districts had to manage the crisis of protecting student learning across changing learning environments. According to the quarterly surveys given to school districts, the vast majority of districts changed learning environments at least twice from in-person to remote (in Spring 2020) and from fully remote to partially remote/hybrid or in-person (in Fall 2020).
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The quarterly reports have also shown that districts focused CRF and ESSER I funding on the immediate need to ensure continued learning. Reported CRF and ESSER I expenditures as of March 31st, 2021, totaled $140 million and were largely focused on educational technology (37%), supplies to sanitize and clean (24%), and general operations (21%). Please note that this data is preliminary. All data is self-reported by districts; major discrepancies have been resolved by KSDE.

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

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

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

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

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

**ADJOURNMENT** - Chairman Porter adjournd the meeting at 4:17 p.m. The next meeting will occur on Friday, June 4th at 3:00 p.m.
### Commissioner's K-12 Relief Funds Task Force

#### Task Force Meeting
June 4, 2021

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

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**Agenda for 6/4 Task Force meeting**

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

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

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

4 districts submitted change requests that will be discussed during today's Task Force meeting
**ESSER II Update | 42 plans being reviewed in 6/4 Task Force meeting**

- **Slates of plans previously approved by State Board**
  - 55 plans
  - $34.5M

- **Batch of plans reviewed by Task Force but not yet approved by State Board**
  - 34 plans
  - $25.7M

- **Batch of plans being reviewed today**
  - 42 plans
  - $48.0M

- **Submitted plans that will be reviewed in future batches**
  - 24 plans

- **Plans that have not yet been submitted**
  - 131 plans

Data as of: June 3, 6pm CT

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

**Poverty level distribution**

<table>
<thead>
<tr>
<th># Students Approved for Free- or Reduced-Price Lunch</th>
<th># Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19%</td>
<td>11</td>
</tr>
<tr>
<td>20-39%</td>
<td>86</td>
</tr>
<tr>
<td>40-59%</td>
<td>141</td>
</tr>
<tr>
<td>60%+</td>
<td>45</td>
</tr>
</tbody>
</table>

**District size distribution**

<table>
<thead>
<tr>
<th>District size</th>
<th># Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5k</td>
<td>143</td>
</tr>
<tr>
<td>6-10k</td>
<td>63</td>
</tr>
<tr>
<td>11-29k</td>
<td>48</td>
</tr>
<tr>
<td>30-100k</td>
<td>11</td>
</tr>
<tr>
<td>101k+</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: Data does not reflect change requests.

Data as of: June 3, 6pm CT

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

Data as of: June 3, 6pm CT

Total ESSER II $ deemed eligible

<table>
<thead>
<tr>
<th>Previous batches reviewed by Task Force</th>
<th>New eligible items within batch for review this week</th>
<th>Remaining allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25.7M (7%)</td>
<td>$48.0M (14%)</td>
<td>$235.2M (68%)</td>
</tr>
<tr>
<td>$34.5M (10%)</td>
<td></td>
<td>$343.5M</td>
</tr>
</tbody>
</table>

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

- Allowable uses primarily/exclusively focused on teaching & learning

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

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

1. KSDE staff will present a summary of expenditures deemed eligible by KSDE reviewers
2. KSDE staff will present a summary of change requests deemed eligible by KSDE reviewers
3. Task Force members can ask questions and share comments; if a Task Force member would like to propose a change to a recommendation, the change would be subject to a majority vote of the Task Force
4. At the end of today’s meeting, the Task Force will vote on final slate of expenditures (including any approved changes and the 5/21 batch) to recommend to State Board for final approval at its meeting on 6/8
ESSER II: Summary & discussion of requests deemed eligible by KSDE

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

<table>
<thead>
<tr>
<th>Eligible vs. ineligible planned expenditures</th>
<th>Average eligible expenditures per district</th>
<th>Eligible planned expenditures per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Value</td>
<td>$10.9M (19%)</td>
<td>$1.14M</td>
</tr>
<tr>
<td>Ineligible Value</td>
<td>$48.0M (82%)</td>
<td>$10.9M</td>
</tr>
<tr>
<td>Allocation Not Yet Budgeted</td>
<td>$58.9M</td>
<td>$467</td>
</tr>
</tbody>
</table>

23 of 42 districts have budgeted for 95% of their total allocation.

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

Average eligible expenditures per district
- $1.14M
- Range: $0.03M - $8.53M

Eligible planned expenditures per student
- $467
- Range: $42 - $1,090

Eligible planned expenditures by most frequently selected allowable use

<table>
<thead>
<tr>
<th>Allowable uses primarily/exclusively focused on teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Learning loss</td>
</tr>
<tr>
<td>11 Summer and supply Learning</td>
</tr>
<tr>
<td>15 Public health protocols for reopening</td>
</tr>
<tr>
<td>16 Other activities</td>
</tr>
<tr>
<td>10 Mental health</td>
</tr>
<tr>
<td>3 Resources to address ind school needs</td>
</tr>
<tr>
<td>14 Indoor air quality</td>
</tr>
<tr>
<td>13 Facility repairs/improvements</td>
</tr>
<tr>
<td>7 Supplies to sanitize and clean</td>
</tr>
<tr>
<td>2 Cost of COVID response</td>
</tr>
<tr>
<td>1 ESEA, IDEA, Perkins, McKinney- Vento</td>
</tr>
<tr>
<td>4 Unique needs of student populations</td>
</tr>
<tr>
<td>6 Addressing remote student needs</td>
</tr>
<tr>
<td>5 Improve LEA response efforts</td>
</tr>
<tr>
<td>8 Training and PD on min COVID spread</td>
</tr>
</tbody>
</table>

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

ESSER II: Discussion of change requests deemed eligible by KSDE
## Change request summary | Change requests from 4 districts result in a net decrease of $107K

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

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

- **Total value:** $10.4M
- **Eligible planned expenditures reviewed to-date:** $7.5M
- **Remaining allocation:** $343.5M

- **Essential services:** $343.5M (69%)
- **Other activities:** $235.4M (31%)

- **Total ESSER II dollars deemed eligible:** $108.2M (31%)
- **Net decrease of $107K:** $902K

<table>
<thead>
<tr>
<th>Allowable uses</th>
<th>Total value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed tech</td>
<td>$10.4M</td>
</tr>
<tr>
<td>Other activities</td>
<td>$7.5M</td>
</tr>
<tr>
<td>ESEA, IDEA, AEFLA, Perkins, McKinney-Vento</td>
<td>$6.9M</td>
</tr>
<tr>
<td>Summer and suppl. learning</td>
<td>$1.5M</td>
</tr>
<tr>
<td>Resources to address ind school needs</td>
<td>$1.0M</td>
</tr>
<tr>
<td>Learning loss</td>
<td>$9.0M</td>
</tr>
</tbody>
</table>

Data as of: June 3, 6pm CT

Note: Allowable use categorization is displayed based on district reporting.
Any questions or comments on change requests shared in the pre-read?

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

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

ESSER II: Introduction of change request process moving forward
Several guiding principles shape the ESSER change request approach

- All guiding principles for ESSER II eligibility should apply equally to change request evaluation (i.e., eligible requests must comply with ESSER II allowable uses and federal guidelines)

- Change request approach should balance flexibility given changing needs with a commitment to honoring the decisions made during the initial round

  - Minor adjustments to cost/quantity for expenditures that are consistent with the intent of the original approved requests should typically not require additional approval beyond KSDE
  
  - New requests should require the same level of approval from Task Force and KSBOE as previously approved ESSER II requests

  - New requests that substantially change the overall intent of the district plan should require a new narrative submission detailing the new intent of the ESSER II Plan

Degree and magnitude of changes requested influence submission and approval process

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Example</th>
<th>Change request approach</th>
<th>Proposed degree of evaluation / approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>No material change to requests 1</td>
<td>Change in cost/quantity for a previously approved expenditure</td>
<td>Request for an increased number of masks, which were approved in previous ESSER II plan</td>
<td>KSDE approval required; KSDE may escalate for Task Force and State Board approval at its discretion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit email template to KSDE, similar to EANS I change request processes</td>
<td></td>
</tr>
</tbody>
</table>
| Material change to requests and/or new requests 1 | New request(s) that:  
  - Total <$100K and <20% of the district's ESSER II allocation  
  - Align with a narrative submitted in the past 12 months | New request for 10 manipulative sets that were not previously requested | Submit an ESSER II excel, containing only new requests, via email to KSDE |
|                                 |                                                                         | Submit a new ESSER II application and narrative, containing only new requests, through CommonApp |                                                        |
|                                 | New request(s) that:  
  - Total >$100K or >20% of the district's ESSER II allocation  
  - Represent a substantial change from a narrative submitted in the past 12 months | A series of new requests for: 100 laptops, 4 certified teachers, 2 paraprofessionals, 2 custodians, instructional material for summer school | Task Force and KSBOE approval required |

1. KSDE may, at its discretion, require a more or less rigorous process (e.g., Task Force approval, excel submission, new application & narrative) for any change request

2. Percentage of ESSER II allocation will initially be calculated based on the total value of change requests submitted per month, but may be adjusted at KSDE's discretion
No material change | Districts will submit change requests to KSDE using a simple email template

<table>
<thead>
<tr>
<th>District number</th>
<th>District name</th>
<th>Primary contact name</th>
<th>Primary contact email</th>
<th>Primary contact phone number</th>
</tr>
</thead>
</table>

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

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

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

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

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

**KSDE** provides the Task Force visibility into types of changes made by districts
Material change | Districts will submit new requests to KSDE via email or CommonApp, depending on the scenario

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

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

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

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

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

Next steps and schedule for future Task Force meetings
Next Steps

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

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

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Thank You
ESSER II Overview and Table of Contents
DISTRICT PROFILES
District
Plan

Number

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
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502
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Total

District Name
Rawlins County
Washington Co. Schools
Republic County
Turner-Kansas City
Moscow Public Schools
Ulysses
Olathe
North Lyon County
Emporia
Cheney
Beloit
Oakley
Chautauqua Co Community
Central Heights
Oberlin
Salina
Southeast Of Saline
Haven Public Schools
Phillipsburg
Concordia
Wellington
Paola
Pratt
Madison-Virgil
Solomon
Paradise
Augusta
Atchison Public Schools
Louisburg
Auburn Washburn
Shawnee Heights
Leavenworth
Tonganoxie
Liberal
Kismet-Plains
Hays
Lawrence
Valley Heights
Galena
Lewis
Labette County
Baxter Springs

KSDE RECOMMENDATIONS

Total Public

% Students Approved

School

for Free- or Reduced-

Total Direct and

% Requested

Students

Price Lunch

True Up Allocation

% Eligible of

of Total
Total Requested Allocation

Total Eligible

Total

Eligible Value

Requested

Per Student

344
369
489
3,865
134
1,567
28,828
346
4,260
777
782
452
360
489
366
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947

102,754

41%

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58,885,907

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48,022,531

82%

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48,022,531

100%

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467

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 105 Rawlins County

Applicant / Mailing Address

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

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

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

Applicant / Phone Number | 7856263236

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

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

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

Applicant / Mission Statement (if applicable)

USD #105 MISSION STATEMENT
Unified School District #105 shares responsibility with students, staff and the community in providing
a positive learning environment, within the financial means of the district that will allow all students
to gain lifelong learning skills necessary to become productive and responsible members of an everchanging society.

Application details

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

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

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

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

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

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

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

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

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

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

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds
Throughout the period of the grant award, the LEA will comply with all requirements of:

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

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

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

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

- Discrimination on the basis of 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 of the local educational agency.

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

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

**Certification**

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

Electronic Signature | Eric Stoddard
Log in to commonapp.grantplatform.com to see complete application Attachments.
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<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>
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<tr>
<td>105-1-001-20210608</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>1. USD 105 has added an At-Risk teacher for the 2020-21 school year in our Elementary School to address learning loss in students. We will pay the remainder of her salary for fiscal 2021 and 2022 school years.</td>
<td>$79,000</td>
<td>$25,000</td>
<td>$54,000</td>
<td>$-</td>
<td>$-</td>
<td>7</td>
<td></td>
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<tr>
<td>105-1-002-20210608</td>
<td>Eligible</td>
<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>USD 105 will implement a new Social-Emotional Program called Second Step to address learning the Social-Emotional needs of our students. As a result of the pandemic, USD 105 has seen an increased number of students having mental health challenges. Our community has seen an increased number of suicides and our students are having an increased need for social-emotional support.</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

USD 105
Rawlins County
Data as of June 1, 2021
| Direct Allocation | Instruction | Textbooks | US$ 105 is implementing a new ELA curriculum, Reach for Reading, to address reading learning loss of our elementary students. Through our assessments at the Elementary School, US$ 105 has seen an increased number of students who are not a reading level, have decreased phonics skills, fluency, and comprehension. US$ 105 will use the curriculum for whole classroom instruction, along with small group intervention for students not meeting learning expectations and ELL students. | 70,000 | 70,000 | - | - | - | 7 |
| Direct Allocation | Instruction | Property | USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure. | 50,000 | 50,000 | - | - | - | 7 |

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
| 105-1-005-20210608 | Eligible | Direct Allocation | Instruction | Property | USD 105 will address technology needs of our classrooms by updating 14 classrooms with Smartboards and by updating staff technology with 10 new computers. Remote learning has been especially difficult for our students and teachers. The above technology purchases are to replace technology that is at least 8 years old or to provide teachers who do not have access to a SmartBoard. During remote learning we had technology that failed during critical learning opportunities and would not connect to our technology infrastructure. | $15,000 | $15,000 | $- | $- | $- | 7 |

| 105-1-006-20210608 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | USD 105 is implementing a summer learning program to address learning loss of our students. | $10,000 | $10,000 | $- | $- | $- | 7 |

Per applicant, For RCES, our summer program is going to be two sessions, two weeks in length for each session. The first session is June 1st-11th and the second is July 26th-August 6th. We anticipating 40 students in our program, along with 5 staff members. These funds will be used to pay the staff members for their time, along with any materials needed for the summer program.
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 108 Washington County Schools

Applicant / Mailing Address

| 101 W College St, Washington, KS 66968

Applicant / First and Last Name of Owner, CEO, or Executive Director | Denise O'Dea

Applicant / Email Address of Owner, CEO, or Executive Director | dodea@usd108.org

Applicant / Phone Number | 7853252261

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

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

Applicant / Federal EIN (if applicable) | 841706730

Fiscal Agent / Name (if applicable) | Amy Anderson

Fiscal Agent / Email (if applicable) | aanderson@usd108.org

Fiscal Agent / Mailing Address (if applicable)

| 101 W College St, Washington, KS 66968
Application details

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

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

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

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

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

Covid also made us acutely aware of the social-emotional needs of students and families in poverty. These students suffered from a lack of connection to caring adults and these families lack the ability to access community resources that are available to support them.
Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?  

Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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


• Discrimination on the basis of 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 of the local educational agency.

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

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

Certification

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

Electronic Signature  | Denise O'Dea
Date               | 05/18/2021

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<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills.</td>
<td>$ 7,045</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22-230-1000-110</td>
<td>2021 Summer School -Teacher Salaries- Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 40 out of 122 students in grades K-3. Data from FastBridge assessment was used to determine the neediest students – those who scored at or below the 50th percentile in reading and/or math. Two licensed teachers will work with students in small groups to improve these skills. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well.</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills. - Employer's Social Security Contribution</td>
<td>$ 437</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills. - Employer's Medicare Contribution</td>
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<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students</td>
<td>$</td>
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<td>$</td>
<td>$</td>
<td>22-230-220-220</td>
<td>2021 Summer School ELL teacher social security</td>
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<tr>
<td>108-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher salary for 3-week summer school to improve reading &amp; math skills. - State Unemployment Contribution</td>
<td>$ 7</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>22-230-1000-250</td>
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<td>Support Services Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students</td>
<td>$ 932</td>
<td>$</td>
<td>$ 932</td>
<td>$</td>
<td>22-230-220-120</td>
<td>Our intensive 3-week program will be four days a week June 1 through June 24 and will impact 10 ELL students in grades K-6. Our ELL teacher will work with ELL students during this same timeframe to improve reading and math skills as well since 10% of our students classified as ELL were disproportionately impacted by the COVID related interruption in school services. 1 teacher, currently working on certification- Phone call 5/26/2021</td>
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<tr>
<td>108-1-006-20210608</td>
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<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students - Employer's Social Security Contribution</td>
<td>$ 58</td>
<td>$</td>
<td>$ 58</td>
<td>$</td>
<td>22-230-220-20</td>
<td>2021 Summer School ELL teacher social security</td>
<td></td>
</tr>
<tr>
<td>108-1-007-20210608</td>
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<td>Support Services Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students - Employer's Medicare Contribution</td>
<td>$ 14</td>
<td>$</td>
<td>$ 14</td>
<td>$</td>
<td>22-230-220-21</td>
<td>2021 Summer School ELL teacher medicare</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementin g summer learning or enrichment programs ELL teacher salary for 3-week summer school to improve reading &amp; math skills for ELL students - State Unemployment Contribution</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>22-230-2200-250</td>
<td>2021 Summer School ELL teacher unemployment</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Student Support Services salary to help students who are falling behind or at-risk due to lost school time.</td>
<td>$</td>
<td>41,411</td>
<td>$</td>
<td>41,411</td>
<td>$</td>
<td>41,411</td>
<td>22-230-2200-120</td>
<td>Salary- One full time para will help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Using FastBridge and pre- and post-summer school data we anticipate 20 students will benefit from this position.</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services Instruction</td>
<td>Social Security Contributions</td>
<td>Student Support Services salary to help students who are falling behind or at-risk due to lost school time. Employer's Social Security Contribution</td>
<td>$</td>
<td>2,567</td>
<td>$</td>
<td>2,567</td>
<td>$</td>
<td>2,567</td>
<td>22-230-2200-220</td>
<td>One full time student support para social security</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>Student Support Services salary to help students who are falling behind or at-risk due to lost school time. Employer's Medicare Contribution</td>
<td>$</td>
<td>600</td>
<td>$</td>
<td>600</td>
<td>$</td>
<td>600</td>
<td>22-230-2200-221</td>
<td>One full time student support para medicare</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services Instruction</td>
<td>Other Employee Benefits</td>
<td>Student Support Services salary to help students who are falling behind or at-risk due to lost school time. State Unemployment Contribution</td>
<td>$</td>
<td>41</td>
<td>$</td>
<td>41</td>
<td>$</td>
<td>41</td>
<td>22-230-2200-250</td>
<td>One full time student support para unemployment</td>
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</tbody>
</table>
### 1. Providing Mental Health Services and Supports

**Elementary Counselor Salary**
- To address social/emotional needs of students, which have been exacerbated by the pandemic.
- **Salary:** $43,200

### 2. Providing Mental Health Services and Supports

**Elementary Counselor Salary**
- To address social/emotional needs of students, which have been exacerbated by the pandemic. Employer's Social Security Contribution
- **Salary:** $2,678

### 3. Providing Mental Health Services and Supports

**Elementary Counselor Salary**
- To address social/emotional needs of students, which have been exacerbated by the pandemic. Employer's Medicare Contribution
- **Salary:** $626

### 4. Providing Mental Health Services and Supports

**Elementary Counselor Salary**
- To address social/emotional needs of students, which have been exacerbated by the pandemic. State Unemployment Contribution
- **Salary:** $43

### 5. Providing Mental Health Services and Supports

**Elementary Counselor Salary**
- To address social/emotional needs of students, which have been exacerbated by the pandemic. Employee's Insurance Benefits
- **Salary:** $9,011

### 6. Addressing Learning Loss among Students, including Vulnerable Populations

**Secondary At-Risk Teacher Salary**
- To develop learning goals and plans for students who are failing one or more classes.
- **Salary:** $25,668
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<td>108-1-019-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Social Security Contributions</td>
<td>$1,591</td>
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<td>-</td>
<td>$1,591</td>
<td>-</td>
<td>-</td>
<td>22-210-1000-220</td>
<td>One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher social security</td>
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<tr>
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<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employer's Medicare Contributions</td>
<td>$372</td>
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<td>$372</td>
<td>-</td>
<td>-</td>
<td>22-210-1000-221</td>
<td>One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher healthcare</td>
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<tr>
<td>108-1-021-20210608</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Employee Benefits</td>
<td>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. State Unemployment Contributions</td>
<td>$26</td>
<td>-</td>
<td>-</td>
<td>$26</td>
<td>-</td>
<td>-</td>
<td>22-210-1000-250</td>
<td>One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes.</td>
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<tr>
<td>108-1-022-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>Secondary At-Risk teacher salary to develop learning goals and plans for students who are failing one or more classes. Employee Insurance Benefits</td>
<td>$9,011</td>
<td>-</td>
<td>-</td>
<td>$9,011</td>
<td>-</td>
<td>-</td>
<td>22-210-1000-210</td>
<td>One full time secondary teacher to help students who are falling behind due to lost school time related to the pandemic/quarantine issues. Of our 161 grade 7-12 students, approximately 25 are failing at least one class and 12 are failing two or more classes. Teacher unemployment</td>
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<tr>
<td>Description</td>
<td>Allocation Type</td>
<td>Amount</td>
<td>Date</td>
<td>Notes</td>
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<tr>
<td>Regular Certified Salaries</td>
<td>Direct</td>
<td>$8,792</td>
<td>12-23</td>
<td>Addressing learning loss among students, including vulnerable populations. Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.</td>
<td>22-230-1000-110</td>
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<tr>
<td>Social Security Contributions</td>
<td>Eligible</td>
<td>$545</td>
<td>12-23</td>
<td>Addressing learning loss among students, including vulnerable populations. Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.</td>
<td>22-230-1000-220</td>
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<tr>
<td>Medicare Contributions</td>
<td>Eligible</td>
<td>$127</td>
<td>12-23</td>
<td>Addressing learning loss among students, including vulnerable populations. Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.</td>
<td>22-230-1000-221</td>
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<tr>
<td>Other Employee Benefits</td>
<td>Eligible</td>
<td>$9</td>
<td>12-23</td>
<td>Addressing learning loss among students, including vulnerable populations. Elementary teacher salaries to develop standards based grade cards to ensure all students receive comparable instruction.</td>
<td>22-230-1000-250</td>
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</table>

10 K-6 Teachers Salary-Pandemic/remote learning exposed discrepancies in the alignment of standards and content. Our elementary teachers will work 3 days during the summer to develop standards-based grade cards for all K-6 students.
<p>| 108-1-027-20210608 | Eligible Direct Allocation | Instruction | Purchased Professional &amp; Technical Services | 8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements. EdTech Academy consortium fees to further staff development. EdTech Academy provides on-demand professional development that is personally aligned to each staff member to directly affect EACH student. If a student has fallen behind in a particular area due to time away from the classroom because of the COVID pandemic, a teacher is able to access the wide variety of topics and discover some personal help for the student. | $318 | $ - | $318 | $ - | $ - | $22-210-1000-300 | Secondary Staff Professional Development |
| 108-1-028-20210608 | Eligible Direct Allocation | Instruction | Purchased Professional &amp; Technical Services | 8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements. EdTech Academy consortium fees to further staff development. EdTech Academy provides on-demand professional development that is personally aligned to each staff member to directly affect EACH student. If a student has fallen behind in a particular area due to time away from the classroom because of the COVID pandemic, a teacher is able to access the wide variety of topics and discover some personal help for the student. | $282 | $ - | $282 | $ - | $ - | $22-230-1000-300 | Elementary School Staff PD |</p>
<table>
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<tr>
<th>Project Code</th>
<th>Eligible Direct Allocation</th>
<th>Instruction</th>
<th>Purchased Professional &amp; Technical Services</th>
<th>Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</th>
<th>School Improvement Services consortium fees to further staff development. School Improvement Services provides a wide variety of services that can be used to directly support students who have fallen behind due to the pandemic. It supports teachers with standards based grading practices so all students-regardless of time away from the classroom- are getting the same education benefits and are being assessed on the same standards.</th>
<th>$3,104</th>
<th>$3,104</th>
<th>$3,104</th>
<th>22-210-1000-300</th>
<th>Elementary School Staff PD</th>
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<td>108-1-030-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements</td>
<td>School Improvement Services consortium fees to further staff development. School Improvement Services provides a wide variety of services that can be used to directly support students who have fallen behind due to the pandemic. It supports teachers with standards based grading practices so all students-regardless of time away from the classroom- are getting the same education benefits and are being assessed on the same standards.</td>
<td>$3,951</td>
<td>$3,951</td>
<td>$3,951</td>
<td>22-230-1000-300</td>
<td>Secondary Staff Professional Development</td>
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<tr>
<td>Eligibility Code</td>
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<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Description</td>
<td>Budget Amount</td>
<td>Funding Source</td>
<td>Notes</td>
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<tr>
<td>108-1-031-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Administrative Services consortium fees to further staff development. Provides support of the superintendent and building principals with weekly meetings that address COVID related concerns and helping ALL students succeed during this trying time.</td>
<td>$594</td>
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<tr>
<td>108-1-032-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Administrative Services consortium fees to further staff development. Provides support of the superintendent and building principals with weekly meetings that address COVID related concerns and helping ALL students succeed during this trying time.</td>
<td>$756</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Crisis Prevention &amp; Response Services consortium fees to further staff development. This will provide support to our district as we rewrite our current Crisis Plan to NOW address pandemic concerns and ways to keep our students safe during this period of time and beyond. It will also provide support for our students' and staff's social emotional issues that have arisen due to isolation issues the pandemic has caused.</td>
<td>$2,100</td>
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<td>$2,100</td>
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Thank you for creating a User Profile for the Kansas CommonApp!

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  Republic County USD 109

Applicant / Mailing Address

1205 19th Street
Belleville, KS 66935

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

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

Applicant / Phone Number  |  785-527-5621

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

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

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

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

Fiscal Agent / Name (if applicable)  |  Darice Wilkinson

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

Full District Name | Republic County
District Number | 109
Mailing Address | Street Address | 1205 19th
Mailing Address | City | Belleville
Mailing Address | Zip Code | 66935
Authorized Representative of the District | Name | Larry Lyder
Authorized Representative of the District | Position or Title | Superintendent
Authorized Representative of the District | Email Address | llyder@usd109.org
Authorized Representative of the District | Phone Number | +17855275261

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

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

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

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No
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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

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

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

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

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

Notes on ESSER II application Excel template:

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

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.
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:
• Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational
Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et
seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and 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
• Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

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

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

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

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

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

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

• Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

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

Electronic Signature  | Larry L Lyder
Date                | 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<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 Budgeted Expenditures (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>109-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</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>Republic County USD 109 has not had a School Nurse previously. We have hired one starting in April using ESSER 1 funds and plan to continue the position into the future. The nurse will assist the strategic planning and implementing of COVID prevention in our school facilities while helping to monitor and direct safety protocols, wellness and health of students and staff in our district.</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>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</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 tax for a new school nurse</td>
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<td>Eligible</td>
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<td>Health Services</td>
<td>Medicare - Employer's Contribution</td>
<td>Medicare tax for new school nurse</td>
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<th>Eligible</th>
<th>Direct Allocation</th>
<th>Health Services</th>
<th>Unemployment Compensation</th>
<th>Unemployment tax for new school nurse</th>
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<td>$50</td>
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<td>$50</td>
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<td>92,213.0250,000</td>
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</table>
The Elementary Support Specialist at East Elementary in Republic County USD 109 will start in the 2021-2022 school year. The individual will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for our elementary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.

<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction Regular Certified Salaries</th>
<th>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</th>
<th>The Elementary Support Specialist at East Elementary in Republic County USD 109 will start in the 2021-2022 school year. The individual will be responsible for assisting with developing our Tier 3 interventions on the academic and social emotional levels for our elementary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.</th>
<th>$47,500</th>
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<td>Eligible Direct Allocation Instruction Group Insurance</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Health Insurance for New Elementary Support Specialist</td>
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<td>Eligible Direct Allocation Instruction Social Security Contributions</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Social Security Tax New Elementary Support Specialist</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>Medicare Tax for New Elementary Support Specialist</td>
<td>Unemployment Tax New Elementary Support Specialist</td>
<td>Professional Education Services</td>
<td>Professional Development</td>
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<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
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<td>$690</td>
<td>$50</td>
<td>Adapative Schools Collaborative Training-The professional development will be provided to our DLT (12 teachers) and administrators (4 administrators) for the Adaptive Schools Foundation Seminar and 1 Administrator to attend the Advance Seminar for Adaptive Schools. This training will provide staff with essential tools to help collaborate with stakeholders and lead the district though the continually changing times of COVID. Future Ready Schools workshop will also be attended by a couple of administrators. The Adaptive Schools will furthermore assist teacher leaders and administrators guidance while providing tools and skills to lead during the continuous changing times of the pandemic, communication strategies for various stakeholders and a variety of instructional strategies to be able to utilize in the classroom for more engagement of students and those students who might be remote.</td>
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<td>109-1-012-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Teacher Stipend for Adaptive School Training for time outside of their contract time. 12 teachers for 4 days.</td>
<td>$12,000</td>
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<td>SUPPLIES AND MATERIALS</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$3,250</td>
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<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>As we have seen a drop in our high school students math skills since the pandemic began, two high school math teachers will work 10 days to redesign the scope and sequence for our high school math curriculum. Additionally, they will focus on our tiered classes of Algebra 1A and 1B to incorporate additional interventions for those students who show an academic loss/lag in their math skills. This is time outside their contract time working on curriculum and intervention development.</td>
<td>$5,000</td>
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<tr>
<td>109-1-015-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Jr/Sr High Teachers (15 total) will be collaborating this summer for 5 days to redesign the scope and sequence of our daily seminar period. The focus of seminar will be to include social emotional lessons and a support system for students academically. Restructuring seminar to utilize time for addressing learning loss and social emotional gaps caused by COVID.</td>
<td>$18,750</td>
<td>$-</td>
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</table>
### Supplies and Materials

1A. Planning and implementing summer learning or enrichment programs.

- Supplies and Materials for Summer School (SLAM) at East Elementary. As our SLAM program is new this summer and still in planning and development stages, this is currently an estimate of our needs. Items will be anything from instructional classroom supplies including STEM, possible intervention curriculum, field trip admissions, etc. Summer school is being implemented to address students showing regression in academics due to the COVID Pandemic.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Notes</th>
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<tbody>
<tr>
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<td>$92,100</td>
<td>Updated Cost for Summer School Supplies (email 5/17/21)</td>
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</table>

### Regular Certified Salaries

1A. Planning and implementing summer learning or enrichment programs.

- Summer School Teacher Salaries: We will have two co-directors that will also serve as teachers during our East Elementary SLAM (Summer Learning and More). Additionally, we plan on approximately 100 students in attendance and 5 teachers beyond the 2 co-directors/teachers. East Elementary SLAM will run for four weeks for five days each week. Reading and Math skills will be addressed based on the end of the year Fastbridge data. Additionally, there will be STEM and Physical Education portions to the SLAM day. Each Friday, of the week will be a field trip to culminate the learning activities from the week into a real life learning experience.

<table>
<thead>
<tr>
<th>Item</th>
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<td>$92,100</td>
<td>Updated Cost for Summer School (email 5/17/21)</td>
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### Social Security Contributions

1A. Planning and implementing summer learning or enrichment programs.

- Social Security for Summer Teacher Salaries

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<td>Unemployme nt Tax for Summer Teacher Salaries</td>
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Updated Cost for Summer School (email 5/17/21)
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<td>Administrator Mentoring/Coaching: Administrators will continue their leadership/communication skill development from Adaptive Schools training through monthly team and individual mentoring sessions. The time spent as a team and individually will focus on leading and facilitating through change and strategies to bring everyone together through dialogue and the decision making process to help elevate the burdening stress on all stakeholders that has come due to the pandemic. Leadership/coaching &amp; alleviating stakeholder stress from pandemic transitions, as part of Adaptive Schools Collaborative Professional Development.</td>
<td>$17,747</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
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<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>The district plans to hire an additional 1st grade teacher to allow for additional social distancing per COVID-related safety due to a larger than normal class (51 students). This will be an increase from 2 to 3 classrooms. The additional teacher at this lower grade level will also provide the opportunity for a lower teacher to student ratio so that more one-on-one instruction can be provided to help the young students develop their foundational skills they are lacking due to the academic loss.</th>
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<tbody>
<tr>
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<td>Instruction</td>
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Updated Cost for Summer School (email 5/17/21)
Applicant details

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

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

Select an Applicant Type

Applicant / Entity Name

Applicant / Mailing Address

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

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

Applicant / Phone Number

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

District Number

1 of 8
When comparing our Winter 2020 MAP data to Winter 2021 MAP data, our mean student performance dropped an average of 3.3 RIT points in mathematics across grades 1-6. The most alarming drop was in first grade where there was a 6-point drop in the mean and in fourth grade where there was a 5-point drop in the mean. Our mean performance dropped an average of 1.9 RIT points in reading with the most significant decline was in first grade, 6 RIT points.

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

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

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

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

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

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

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.
We have not drawn down all of our ESSER I allocation but the funds have been allocated. There are funds allocated for salary and benefits for certified staff hired for 20-21 school year that will be completed by 6/30/21. There are also some private school purchases that have not been paid for yet.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student social emotional health will be measured by the SRSS data administered three times annually and our data from the SOS. Our attendance and discipline data will also be examined.
Technology infrastructure evaluation by regular audits of our content filtering and antivirus protection. Cyber security will be evaluated by regular tests of our system and our users.

Notes on ESSER II application Excel template:

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature  |  Kristen Woodbury
Date                 |  05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>202-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>salary for certified staff attending professional development training on trauma and equity</td>
<td>$20,000</td>
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<tr>
<td>202-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>15. Developing strategies and implementing public health</td>
<td>salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher</td>
<td>$1,064,000</td>
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<td>$1,064,000</td>
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<td>$ -</td>
<td>67-1000-100-1919</td>
<td>how many staff members; Applicant responded via email (5/26/21): 15 certified staff</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>15. Developing strategies and implementing public health</td>
<td>salary for instructional classified staff: paras and intervention</td>
<td>$325,384</td>
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<td>how many staff members; Applicant responded via email: 9 instructional classified staff</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>salary for certified staff, summer school planning, refocus based on mapping, and program expansion</td>
<td>$432,144</td>
<td>$ -</td>
<td>$432,144</td>
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<td>how many staff members; Applicant responded via email: estimated 77 staff members</td>
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<td>Document ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>Personal Services - Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>certified salaries for expanded tutoring to repair learning loss, credit recovery and focused classes for math and science</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>$221,428</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>Personal Services - Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>classified staff for expanded tutoring throughout the year</td>
<td>classified staff for expanded tutoring throughout the year</td>
<td>$20,000</td>
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<td>202-1-007-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Health and Accident Insurance</td>
<td>Health and Accident Insurance</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</td>
<td>insurance benefits for instructional staff providing learning loss catch up</td>
<td>insurance benefits for instructional staff providing learning loss catch up</td>
<td>$171,199</td>
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<td>202-1-008-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Health and Accident Insurance</td>
<td>Health and Accident Insurance</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>insurance benefits for instructional staff providing learning loss catch up</td>
<td>insurance benefits for instructional staff providing learning loss catch up</td>
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<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>Description</td>
<td>Amount</td>
<td>1st Row</td>
<td>2nd Row</td>
<td>3rd Row</td>
<td>4th Row</td>
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<tr>
<td>202-1-009-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA for certified staff attending professional development training on trauma and equity</td>
<td>$ 5,355</td>
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<td>$ 5,355</td>
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<tr>
<td>202-1-010-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher</td>
<td>$ 106,288</td>
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<td></td>
<td>$ 106,288</td>
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<tr>
<td>202-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA for certified staff, summer school planning, refocus based on mapping, and program expansion</td>
<td>$ 9,621</td>
<td></td>
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<td>$ 9,621</td>
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<tr>
<td>202-1-012-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA for certified staff for expanded tutoring to repair learning loss, credit recovery and focused classes for math and science</td>
<td>$ 35,791</td>
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<td></td>
<td>$ 35,791</td>
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<tr>
<td>202-1-013-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Supplies and Materials technology supplies and materials for instructional</td>
<td>$ 140,521</td>
<td></td>
<td></td>
<td>$ 140,521</td>
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<td></td>
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</tbody>
</table>

Additional Information:
- Applicant responded via email:
  - Laptop chargers, parts, misc cords and supply items throughout the year. Replacement items to keep the student devices operational.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction</th>
<th>Other Supplies and Materials</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>instructional supplies: phonics, books, training guides</th>
<th>$50,610</th>
<th>$0</th>
<th>$50,610</th>
<th>$0</th>
<th>$0</th>
<th>67-1000-619-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>instructional software: second step/leader in me, math intervention software, class kick, lexia power up licenses, math intervention software</td>
<td>$133,800</td>
<td>$0</td>
<td>$133,800</td>
<td>$0</td>
<td>$0</td>
<td>67-1000-653-1919</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (Including Software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>instructional devices for students, hardware and hardware with software included</td>
<td>$650,000</td>
<td>$0</td>
<td>$650,000</td>
<td>$0</td>
<td>$0</td>
<td>67-1000-736-1919</td>
</tr>
</tbody>
</table>

how it relates to COVID-19; Applicant responded via email: Estimated 650 MacBooks including software and service; Additional information: students used the devices for distance learning during COVID-19, used during remote learning and quarantine. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
### 202-1-017-20210608
| Eligible Direct Allocation | Instructional Staff Training Services | Personal Services - Salaries | 3. Providing principals and other school leaders with resources to address individual school needs | salaries for professional development salaries, math and science | $160,000 | $- | $160,000 | $- | 67-2213-100-1919 |

Applicant responded via email: 2 full time, 2 part time new staff focusing on Instructional staff training. Approximately 350 teachers will be receiving training.

### 202-1-018-20210608
| Eligible Direct Allocation | Instructional Staff Training Services | Health and Accident Insurance | 3. Providing principals and other school leaders with resources to address individual school needs | insurance benefits for pd staff providing training | $15,564 | $- | $15,564 | $- | 67-2213-213-1919 |

### 202-1-019-20210608
| Eligible Direct Allocation | Instructional Staff Training Services | FICA - Employer's Contribution | 3. Providing principals and other school leaders with resources to address individual school needs | FICA benefits for pd staff providing training | $8,419 | $- | $8,419 | $- | 67-2213-221-1919 |

### 202-1-020-20210608
| Eligible Direct Allocation | Operation of Building | Other Equipment | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities | improve air filtration: hvac upgrades, air filtration | $625,754 | $- | $312,877 | $312,877 | 67-2710-739-1919 |

Allowable if CDC guidelines are met.
Applicant details

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

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

Select an Applicant Type  |  Unified School District

Applicant / Entity Name  |  USD 209

Applicant / Mailing Address

| PO Box 158 |
| Moscow, KS 67952 |

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

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

Applicant / Phone Number  |  620-598-2205

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

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

Application details

Full District Name  |  Moscow Public Schools

District Number  |  209

Mailing Address | Street Address  |  PO Box 158
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

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

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

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

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

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

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

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

Our district plans to add ten additional school days with students for the 2021-22 school year. Our board of education, administration, and teachers have already approved the calendar for next year with the additional ten days.
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

- Discrimination on the basis of 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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

**Certification**

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

Electronic Signature  |  Stuart Moore

Date  |  05/24/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
<th>Eligibility Review Recommendation</th>
<th>Funding Stream</th>
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<th>Object Name</th>
<th>ESSER Allowable Use</th>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
<th>Budgeted Expenditures in SFY 2022 ($)</th>
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Applicant details

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

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

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<td>Applicant / Entity Name</td>
<td>USD214</td>
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</table>
| Applicant / Mailing Address | 111 S Baughman  
Ulysses, KS 67880 |
| Applicant / First and Last Name of Owner, CEO, or Executive Director | Stacy Figgins |
| Applicant / Email Address of Owner, CEO, or Executive Director | sfiggins@usd214.org |
| Applicant / Phone Number | 620-356-3655 |

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

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

| Applicant / Federal EIN (if applicable) | 48-0699901 |
| Applicant / Website Address (if applicable) | usd214.org |
| Fiscal Agent / Name (if applicable) | Stacy Figgins |
| Fiscal Agent / Email (if applicable) | sfiggins@usd214.org |
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

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

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

The Director of Student Learning’s primary focus next year will be to address the learning loss of all students in USD 214 – Ulysses and to continue the efforts started this summer by the teachers to improve student learning during the school year and next summer.
Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

No

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

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

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

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

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

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

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

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

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

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

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

Notes on ESSER II application Excel template:

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

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

**ESSERII-ApplicationTemplate_(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.

(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.
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.

(Recorded under control number 1880-0513)

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
debarmed, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this
transaction by any federal department or agency.

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

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

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

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

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

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

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

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

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

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

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

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

• Providing mental health services and supports.

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

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

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

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

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

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

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

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

Electronic Signature | David Younger
Date | 05/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<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>
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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>
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<td>Instruction Supplies &amp; Materials 11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies for enrichment activities for summer extended learning opportunities for students</td>
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<td>Amount 2</td>
<td>Amount 3</td>
<td>Amount 4</td>
<td>Amount 5</td>
<td>Amount 6</td>
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<td>-</td>
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<td>-</td>
<td>Email response from district: Our goal this summer is to create high interest activities that will generate interest and participation among our students. The middle school wind energy and seed to stem courses are high interest activities that engage students in curriculum that is important to SW Kansas families. (Wind and agriculture) The units are interdisciplinary units that a middle school math and science teacher are collaborating on; as well as staff from the Kansas Energy Commission. These courses align with district and state standards. There are approximately 25 students enrolled in each class. The focus is on small groups and hands-on activities. The materials purchased for the wind energy class are used to create the wind turbines, measure the output of joules to calculate how much energy is being produced, and to help determine which turbine is most efficient. The stem to seed materials will be used to experience the growth cycle of a plant and its many different uses. The archery class is another high interest class that students have asked for. We want to get kids out of their homes and engaged with staff and students this summer. (social and emotional skills) The items purchased are the bow/arrow sets and targets. Again, we are trying to create high interest activities that students will participate in this summer and for the future. As I indicated in the original application, from my research, to show growth and improvement in our students these programs will need to continue next school year and next summer to show significant improvement of all areas of learning and social and emotional health.</td>
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<td>See previous line for more information</td>
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<td>Direct Allocation</td>
<td>Support Services (Students) Regular Non-Certified Salaries 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Pay for hiring one additional school nurse due to needs created by COVID 19 related duties</td>
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<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>SS/MC tax associated with pay for one additional nurse hired due to needs created by COVID 19 related duties</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>SS/MC tax associated with pay for the Director of Student Learning due to needs created by loss of learning due to COVID 19 related circumstances</td>
<td>Amount</td>
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<td>Support Services (Students)</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>Eligible Direct Allocation</td>
<td>Support Services - General Administration</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Partial funding (50%) for the Director of Student Learning. A new position added to address the needs of students created by loss of learning due to COVID 19 related circumstances</td>
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Applicant details

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

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

Select an Applicant Type

Applicant / Entity Name

USD 233 Olathe

Applicant / Mailing Address

PO Box 2000
Olathe, KS 66063

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

John Allison

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

jallison@olatheschools.org

Applicant / Phone Number

913-780-7000

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

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

Application details

Full District Name

Unified School District 233 Olathe

District Number

233
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

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

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

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

Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.
The district does not have any remaining ESSER I funds, however ESSER I SPED funds do remain. ESSER I SPED funds will be used for additional Extended School Year expenditures over the summer.

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

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

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

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

The Olathe Public School District plans to use the vast majority of ESSER II funding to provide supports around learning loss and social-emotional supports to students. Over the next three years, we will be working strategically to systematically provide intervention to all students K-12 and related professional development for our staff. In addition, money will be earmarked for summer programming, before and afterschool SEL and academic opportunities, and additional ELL and counseling support. In addition, funds will also be set aside for close analysis and support of high school students nearing graduation. Interventions will be swiftly provided for students who appear to be at-risk of not being able to graduate.

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

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

Notes on ESSER II application Excel template:

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

Please download and complete the ESSER II application template [here](ESSERII-ApplicationTempla... (164 KiB download)) 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. 1221-3, 1225(b), and 3474)

34 CFR §76.802 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 §76.830 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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature

CASSY OSBORN
Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Expenditure ID</th>
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<th>Object Name</th>
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<td>$30,070</td>
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<td>-</td>
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<td>Per applicant, The district will offer a summer academy, at this time approximately 526 students will attend, and approximately 89 teachers will provide instruction. In addition, approximately 38 teachers will develop online content available for all students. General supplies and materials will cover both in-person summer academy and online summer instruction. Summer School will be June 7th through July 1st, 4 weeks, 3.5 hours per day.</td>
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See line 233-1-001-20210608 for more information.
<p>| Eligible | Direct Allocation | Support Services - Instruction | Full-Time Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding. | $3,479,956 | - | $1,739,978 | $1,739,978 | - | 007.2200.5 11100.000.000.0991.0000 |</p>
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<th>Unemployment Compensation</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
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<th>Direct Allocation</th>
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<th>Full-Time Certified Salaries</th>
<th>10. Providing mental health services and supports</th>
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<tr>
<td>As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.</td>
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<td>Support Services - Instruction</td>
<td>Full-Time Certified Salaries</td>
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Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.
| Eligible | Direct Allocation | Support Services - Instruction | Social Security Contributions | 11B. Planning and implementing supplemental after-school programs | Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL. | $14,200 | $7,100 | $7,100 | $ - | 007.2200.522000.000.0991.000 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Eligible | Direct Allocation | Support Services - Instruction | Unemployment Compensation | 11B. Planning and implementing supplemental after-school programs | Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL. | $186 | $93 | $93 | $ - | 007.2200.526000.000.0991.000 |
| Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 11B. Planning and implementing supplemental after-school programs | Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL. | $185,614 | $92,807 | $92,807 | $ - | 007.1000.51110.000.000.0991.000 |

Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.
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<td>Eligible Direct Allocation Instruction General Supplies and Materials (includes computer software) 11B. Planning and implementing supplemental after-school programs Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.</td>
<td>$230,000 $115,000 $115,000 007.1000.5 61000.000.000.0991.00</td>
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<tr>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.</td>
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<tr>
<td>Eligible</td>
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<td>$7,100</td>
</tr>
<tr>
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<td>Support Services - Instruction</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Social Security Contributions</td>
<td>-</td>
</tr>
<tr>
<td></td>
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<td>Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.</td>
</tr>
</tbody>
</table>

Per narrative, while the Olathe Public School District has worked very hard to support all students during the COVID-19 pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. Much of this has been directly related to students who have been learning in less-consistent learning models this year. Additionally, the district currently has over 6,000 students enrolled in remote learning exclusively because of COVID. Many of these students will need high levels of support as they reenter school buildings in the fall for the first time in over 18 months. A higher percentage (larger than the overall district %) of students who receive Free or Reduced lunch are enrolled in remote learning. The trend is the same for students who are English Language Learners. Both student groups will need additional support beyond what has historically been in place. Costs will be significant to provide “extra” for many students who need academic and/or social-emotional mental health support. Costs will be related to staff pay, transportation, materials, and instructional resources.
233-1-025-20210608 | Eligible | Direct Allocation | Support Services - Instruction | Unemployment Compensation | Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation. | $93 | - | $93 | - | - | - | 007.2200.526000.000.0991.0000

233-1-026-20210608 | Eligible | Direct Allocation | Operation & Maintenance of Plant | General Supplies and Materials (includes computer software) | Cleaning and disinfecting supplies, including sanitizer, disinfectant, gloves, masks, and barriers | $200,000 | $200,000 | - | - | - | - | 007.2600.561000.000.0991.0000

233-1-027-20210608 | Eligible | Direct Allocation | Instruction | Regular Certified Salaries | The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened. | $1,657,744 | - | $1,657,744 | - | - | - | 007.1000.511100.000.0991.0000

Per applicant, the district currently does not operate a virtual school.
<table>
<thead>
<tr>
<th>ID</th>
<th>Eligible Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>233-1-028-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.</td>
<td>$126,817</td>
</tr>
</tbody>
</table>
| 233-1-029-20210608 | Eligible Direct Allocation   | Instruction | Unemployment Compensation   | The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened. | $1,824
Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve as an opportunity to get some families back in our schools.

| 233-2-001-20210608 | Eligible | True Up Allocation | Support Services - Instruction | Full-Time Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | $ | $ | $ | $ | 007.2200.51110.000.000.0992.00

Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.

| 233-2-002-20210608 | Eligible | True Up Allocation | Support Services - Instruction | Social Security Contributions | 11A. Planning and implementing summer learning or enrichment programs | $ | $ | $ | $ | 007.2200.522000.000.0992.00
### 233-2-003-20210608

| Eligible | True Up Allocation | Support Services - Instruction | Unemployment Compensation | 11A. Planning and Implementing Summer Learning or Enrichment Programs | Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve as an opportunity to get some families back in our schools. | $84 | $ - | $42 | $42 | $ - | 007.2200.526000.000.0992.00

### 233-2-004-20210608

| Eligible | True Up Allocation | Instruction | Full-Time Certified Salaries | 11A. Planning and Implementing Summer Learning or Enrichment Programs | Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve as an opportunity to get some families back in our schools. | $83,526 | $ - | $41,763 | $41,763 | $ - | 007.1000.511110.000.0992.00

---

Per narrative, While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health.
<table>
<thead>
<tr>
<th>ID</th>
<th>Eligible</th>
<th>True Up Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Notes</th>
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<tr>
<td>233-2-005-20210608</td>
<td>True Up</td>
<td>True Up</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve as an opportunity to get some families back in our schools.</td>
<td>$6,390</td>
<td>-</td>
<td>$3,195</td>
<td>$3,195</td>
<td>- $007.1000.5</td>
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<tr>
<td>233-2-006-20210608</td>
<td>True Up</td>
<td>True Up</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>Jump start will be offered as an opportunity for students and families before school starts. Families will be given the opportunity to learn about how to support students at home in the areas of reading and math. During these events, Olathe teachers will model some simple strategies that can be utilized at home in both areas. This will also serve as an opportunity to get some families back in our schools.</td>
<td>$84</td>
<td>-</td>
<td>$42</td>
<td>$42</td>
<td>- $007.1000.5</td>
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</table>
$68,066 | $ - | $58,066 | $10,000 | $ - | $00.000.000.000.0000.00
**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.

<table>
<thead>
<tr>
<th><strong>Select an Applicant Type</strong></th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant / Entity Name</strong></td>
<td>USD 251 North Lyon County</td>
</tr>
</tbody>
</table>

**Applicant / Mailing Address**

- PO Box 527
- Americus, KS 66835

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

- Nicolette Nuessen

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

- nuessenn@usd251.org

**Applicant / Phone Number**

- 620-481-2085

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

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

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<th><strong>Applicant / Federal EIN (if applicable)</strong></th>
<th>48-0698346</th>
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</thead>
<tbody>
<tr>
<td><strong>Applicant / Website Address (if applicable)</strong></td>
<td><a href="http://www.usd251.org">www.usd251.org</a></td>
</tr>
</tbody>
</table>

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

Download Form W-9
Application details

Full District Name | North Lyon County

District Number | 251

Mailing Address | PO Box 527

Mailing Address | Americus

Mailing Address | 66835

Authorized Representative of the District | Robert W. Blair

Authorized Representative of the District | Superintendent

Authorized Representative of the District | blairb@usd251.org

Authorized Representative of the District | +16204812085

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

Other District Representative 1 | nuessenn@usd251.org

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature      | Robert W. Blair
Date                     | 05/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<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>
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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>
<td>To cover additional certified staff for the extended school year for summer learning to address learning loss for K-8 students during COVID-19.</td>
<td>$40,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>13-1000-110-1</td>
<td>Per applicant, amended the budgeted expenditures from $16,000 to $20,000 each expenditure period. NLC Elementary Summer School – 2 years (summer 2021, summer 2022) Elementary Summer School K-8 will utilize ten teachers for four weeks of instruction each of the two summers. We are expecting approximately 100 students each summer. The Elementary programming will be as follows: K-3: Focus on targeted remediation skills for reading and math. Grades 4-8: Focus on project-based learning with targeted remediation skills as needed.</td>
</tr>
<tr>
<td>251-1-002-20210608</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>To cover additional certified staff for the extended school year for summer learning to address learning loss for high school students during COVID-19.</td>
<td>$12,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$-</td>
<td>$-</td>
<td>13-1000-110-3</td>
<td>Per applicant, amended the budgeted expenditures from $10,000 to $6,000 each expenditure period. NHHS High School Summer School – 2 years (summer 2021, summer 2022) High School Summer School 9-12 will utilize four teachers for four weeks of instruction each of the two summers. We are expecting approximately 30 students each summer. High School programming will be credit recovery and project-based learning with targeted remediation skills as needed.</td>
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<tr>
<td>251-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>To hire one additional certified staff member for Title I to expand our program to address learning loss specifically for K-5 students.</td>
<td>$ 46,319</td>
<td>$ 46,319</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-110-1</td>
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<tr>
<td>251-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Building Improvements</td>
<td>PURCHASED PROPERTY 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</td>
<td>Our school district plans to remodel an existing school building warehouse area to create an additional classroom for Pre-School to allow for smaller, socially distanced class sizes. The existing classrooms are all too small to accommodate the space needed for Pre-School students.</td>
<td>$ 125,000</td>
<td>$ 125,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>16-4700-400-0</td>
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Applicant details

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

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

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

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

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

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

Academic Opportunity (Elementary and EMS):
Objectives:
Provide a safe, mid-summer learning environment for academically (or cognitively) vulnerable children.
Work to potentially reduce the “summer slide”
Engage students in learning experiences that offer a language and text-rich environment where they can practice inquiry, reading, writing, speaking and mathematics application.
Duration and frequency of summer school program:
Three-week time frame for 3 hours each day.
Staffing:
18 elementary teachers and 24 instructional aides to provide additional support
15 middle school teachers and 16 instructional aides to provide additional support
Transportation:
Transportation will be provided for students who need it.

Academic Opportunity (EHS)
EHS will provide additional adult support to meet the needs of summer credit recovery or course retake options due to the increased number of students needing these options.
Summer Credit Recovery is a voluntary program. Students can take a course to recover and earn credit. Students who scored a 40-59% will be allowed to recover credit. Credit recovery is to help keep students on track for graduating.
Summer Course Retake is another voluntary opportunity where students can retake a course in its entirety and earn credit.
Dates:
June 7 - July 2

SEL Opportunity (Elementary and Secondary)
Objectives:
For current students with documented social-emotional needs or behavioral intervention plans in place, student support specialists, counselors and school psychologists will:
provide social-emotional support throughout the summer as students prepare to return to full-time onsite attendance in the fall through individual or small group sessions.
Work to potentially reduce any social anxiety which students may have developed over the past year.
Work to provide support to assist students who have behavioral struggles be more successful in all settings.
Duration and frequency of SEL support
up to 80 hours of SEL support per staff member
offered in June and July

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

Academic: USD253 will utilize FastBridge, Interim Assessments, and state assessments to monitor academic progress throughout the school year. Student standard grades at the elementary level will be reviewed to monitor the number of students mastering concepts throughout the year. Grades 6-12 will review course grades and determine improvement in the number of students passing each course. For grades 9-12, USD253 will also review the number of students retaking courses,
the number of students recovering credits, as well as, the number of students getting back on track to graduate. Graduation rates might be an indicator of success.

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

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- 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-Application 1 (Su... (152 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:

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

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

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

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

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

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

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

Certification

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

Electronic Signature | Danielle Rollman
Date | 05/24/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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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 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies for summer school to address the learning loss of students and prevent the “summer slide”</td>
<td>$ 3,000</td>
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<td>253-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Inter-educational, 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>
<td>$ 4,000</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>Teachers hourly wage to teach summer school to address learning loss of students and prevent the “summer slide”</td>
<td>$ 70,500</td>
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<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 “summer slide”</td>
<td>$ 22,500</td>
<td>$ -</td>
<td>$ 22,500</td>
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<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>
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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>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>
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<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>$5,050</td>
<td>$ -</td>
<td>$5,050</td>
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Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Cheney USD 268

Applicant / Mailing Address

100 W 6th St
Cheney KS 67025

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

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

Applicant / Phone Number | 3165423512

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

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

Application details

Full District Name | Cheney

District Number | 268
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

The majority of ESSER II funding will be allocated to additional personnel due to the impact of the pandemic. As allowed, much of the expenditures will be retroactive to the 20-21 school year. Our classrooms are not physically large. As a result, we have three teachers per grade level in “normal times”. We alter that when we go over 22 per grade level in K-2 and 25 in 3-5. Thus, with social distancing and the potential for learning loss in large numbers, we had 4 sections of 1st grade and 4 sections of 3rd grade. We used the bulk of our SPARKS money from Sedgwick County the first semester to make this happen and plan to use ESSER II for the period of January to August 2021. We had employed an additional nurse for patient monitoring and contract tracing. At semester, our scores were plummeting in third grade as they also faced a disproportionate amount of quarantine times so we added a third teacher to improve individual instruction. We also significantly increased cleaning supplies and technology inventory as noted on the attached spreadsheets. We plan to order a new ELA program to address
immediate learning loss at the elementary level and add a Curriculum Director to do a deep dive on the data elements Pre-K-12 for learning loss as our skeletal administrative staff does not have the time nor the resources to carry out this monumental task.

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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
  Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial
  public health departments, and other relevant agencies, to improve coordinated responses among such entities to
  prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual
  schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial
  and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service
  delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local
  educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of
  infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such
  agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to
  provide technology for online learning to all students, how to provide guidance for carrying out requirements under the
  Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can
  continue to be provided consistent with all Federal, State, and local requirements.
• Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
• Providing mental health services and supports.
• Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
• Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
• School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
• Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
• Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

Certification

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

Electronic Signature | Makenzi Logsdon
Date | 05/11/2021

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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>268-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing and due to having small physical class rooms. Pays salary from 1/01/2021-08/30/2021.</td>
<td>$ 33,667</td>
<td>$ 33,667</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-110-010</td>
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<td>268-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Cheney hired an additional 2nd grade teacher to get class sizes under 20 due to social distancing. Pays fringe benefits from 1/01/2021-08/30/2021.</td>
<td>$ 5,610</td>
<td>$ 5,610</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-1000-110-020</td>
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<tr>
<td>268-1-003-20210608</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>Safety Patrol salary- to help kids get to school due to decreasing bus riders. Had to social distance in buses so kids within 2.5 miles were no longer given the option to ride a bus. Safety measure to make sure all kids would get to school safe.</td>
<td>$ 2,326</td>
<td>$ 2,326</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-2400-220-011</td>
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<td>268-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Medical Services</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Cheney hired an additional full time nurse to have a nurse in each school and help with social distancing/quarantining if sick.</td>
<td>$ 19,000</td>
<td>$ 19,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-2132-120-010</td>
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<td>268-1-005-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Cheney hired an additional Instructional Aid to help with additional classrooms due to keeping classes small. Para support was needed to do this.</td>
<td>$ 7,000</td>
<td>$ 7,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>11-1000-120-010</td>
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<tr>
<td>ELIGIBLE FUNDING ACCOUNT</td>
<td>DIRECT ALLOCATION</td>
<td>INSTRUCTION</td>
<td>REGULAR CERTIFIED SALARIES</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Cheney paid all substitutes when teachers were out sick with Covid-19 or were out due to quarantine regulations.</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>06-1000-110-018</td>
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</tr>
<tr>
<td>ELIGIBLE FUNDING ACCOUNT</td>
<td>DIRECT ALLOCATION</td>
<td>INSTRUCTION</td>
<td>REGULAR CERTIFIED SALARIES</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Cheney hired a 3rd grade teacher for the second semester of 20-21 in order to keep classroom sizes under 20. An excessive amount of kids having to quarantine also affected academic performances.</td>
<td>$21,000</td>
<td>$21,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>06-1000-110-010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELIGIBLE FUNDING ACCOUNT</td>
<td>DIRECT ALLOCATION</td>
<td>INSTRUCTION</td>
<td>OTHER MATERIAL &amp; SUPPLIES</td>
<td>8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirement s, and providing educational services consistent with applicable requirement</td>
<td>Cheney is purchasing a new learning system for the elementary school for the 2021-2022 school year. Data shows that Pre-K - 5th grade (400 students,), from the first semester of the 2020-2021 school year students experiencing remote learning at any time due to being sick or quarantining experienced a7% increase in tier 3 learners and a 6% loss in tier 1 learners. The biggest loss was in current Kindergarten students who experiences a 19% increase in tier 3 learners. This new program is a tier 1-3 program compared to Cheney’s current program being a tier 3 only program.</td>
<td>$22,545</td>
<td>$22,545</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>08-1000-653-000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cheney is hiring a Curriculum Director. Data shows that since Covid, 6th grade has had 0 gains in reading, 7th grade tier 1 had a 1% gain, and 8th grade gained 5% in their tier 3 learners. Data shows that half of all Cheney's highschool students fell below the reading benchmark. The Curriculum Director will align and analyze the data and establish a benchmark system in both reading and math for all highschool students falling in tier 2 and tier 3. The director will also create a process for all grades to track progress and keep them on track.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier</th>
<th>Gain Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7th</td>
<td>tier 1</td>
<td>1%</td>
</tr>
<tr>
<td>8th</td>
<td>tier 3</td>
<td>5%</td>
</tr>
</tbody>
</table>

Cheney is bringing in 40 elementary students 3 weeks early to jump start them and get them prepared and caught up before school starts so they do not have to get held back a year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tier</th>
<th>Gain Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>268-1-011-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Equipment</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 273 Beloit

Applicant / Mailing Address
|  PO Box 547

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

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

Applicant / Phone Number  |  785-738-3261

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

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

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

Applicant / Website Address (if applicable)  |  usd273.org
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 brought many challenges to our district, cohort groups were one of these challenges where we saw learning loss separating students from each other in grade levels. Adding a third grade teacher will allow us to give students more separation with more one-on-one learning with teachers. The same problem arose with our Title I program. Adding a Title I teacher to help with Reading and Math losses will help us gain instruction with our students to combat that learning loss. Another area of loss was with our performing arts curriculum. Due to our separating during COVID, our jr-sr high vocal music program suffered because we had one teacher to separate several cohort groups into. The additional of this part-time teacher will allow us to bring the performing arts in vocal music back to our jr-sr high students in a appropriate manner. All of these additional will help allow separation of students and keeping safety of our students, faculty and staff at the forefront in the future. Social-emotional needs grew during this time as well. The ESSER II funds are allowing us to add a K-12 social worker to work with our students to make gains back from where we were before the pandemic. Summer Enrichment school will allow our students opportunities to return back to normal instruction and offer back loss opportunities that happen during the pandemic. There was not enough Fontis-Pinnell curriculum to share during the pandemic. Therefore we are purchasing more Fontis-Finnell curriculum.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No
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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

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

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

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

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

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

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

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

- Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

Notes on ESSER II application Excel template:

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

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

ESSERII-ApplicationTemplate.xlsx (155 KiB download)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:
The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:
- Discrimination on the basis of 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
  Assistance Act (42 U.S.C. 11431 et seq.).
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial
  public health departments, and other relevant agencies, to improve coordinated responses among such entities to
  prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual
  schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial
  and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service
delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local
  educational agencies.
• Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
• Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
• Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
• Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
• Providing mental health services and supports.
• Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
• Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
• School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
• Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
• Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

Electronic Signature │ Jeff Travis
Date │ 05/20/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<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 ($)</th>
<th>Budgeted Expenditures in SPY 2021 ($)</th>
<th>Budgeted Expenditures in SPY 2022 ($)</th>
<th>Budgeted Expenditures in SPY 2023 ($)</th>
<th>Budgeted Expenditures in SPY 2024 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tbody>
<tr>
<td>273-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Replace health insurance expenses due to COVID. These expenses are direct COVID related costs to our District's Health Insurance.</td>
<td>$ 45,000</td>
<td>$ 45,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>06-200-100-210</td>
<td>Per applicant, These expenses are direct COVID expenses that are self insured health insurance pool encountered over the last school year. BCBS has outlined these costs so that we are accurate. All of these expenses are direct COVID costs such testing, hospitalization, medication, etc. encountered by our employees and their families on our health insurance plan.</td>
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<tr>
<td>273-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Replace health insurance expenses due to COVID. These expenses are direct COVID related costs to our District's Health Insurance.</td>
<td>$ 45,000</td>
<td>$ 45,000</td>
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<td>$ -</td>
<td>06-300-100-210</td>
<td>See previous row for description.</td>
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<tr>
<td>273-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Hiring of additional 3rd grade teacher to social distance and keep cohort groups separated when health concern dictate that as a necessity. The plan will be to extend this position into ESSER III funding as well.</td>
<td>$ 85,000</td>
<td>$ 42,500</td>
<td>$ 42,500</td>
<td>$ -</td>
<td>$ -</td>
<td>27-200-1000-111</td>
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<td>273-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Hiring of additional vocal music teacher to social distance. This will allow the district to have smaller vocal classes, and allow our students to have more opportunities while practicing safe measures in the vocal classroom. The plan will be to extend this position into ESSER III funding as well.</td>
<td>$ 64,300</td>
<td>$ 32,150</td>
<td>$ 32,150</td>
<td>$ -</td>
<td>$ -</td>
<td>27-300-1000-111</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Hiring of additional Title I teacher to social distance. This allows cohort groups to not mix when safety issues for COVID exist. It also allows for the LIPS program to be used and taught in a safer environment for students and faculty. The plan will be to extend this position into ESSER III funding as well.</td>
<td>$88,000</td>
<td>$44,000</td>
<td>$44,000</td>
<td>$-</td>
<td>$-</td>
<td>27-200-1000-111</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Hiring Permanent Sub Position. This allows the district to not mix substitute teachers within the different buildings and campuses. This makes the safety precautions in the classroom better for all students. The plan will be to extend this position into ESSER III funding as well.</td>
<td>$39,722</td>
<td>$19,861</td>
<td>$19,861</td>
<td>$-</td>
<td>$-</td>
<td>27-200-1000-120</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Hiring Permanent Sub Position. This allows the district to not mix substitute teachers within the different buildings and campuses. This makes the safety precautions in the classroom better for all students.</td>
<td>$39,722</td>
<td>$19,861</td>
<td>$19,861</td>
<td>$-</td>
<td>$-</td>
<td>27-300-1000-120</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Hiring a K-12 Social Worker to work with the social emotional needs of students. Losses in social skills and growth in mental health needs through COVID have been noticeable. This will allow for our students to receive extra help with these needs. The plan will be to extend this position into ESSER III funding as well.</td>
<td>$48,500</td>
<td>$24,250</td>
<td>$24,250</td>
<td>$-</td>
<td>$-</td>
<td>27-200-1000-111</td>
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<tr>
<td>273-1-009-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>Hiring a K-12 Social Worker to work with the social emotional needs of students. Losses in social skills and growth in mental health needs through COVID have been noticeable. This will allow for our students to receive extra help with these needs. The plan will be to extend this position into ESSER III funding as well.</td>
<td>$48,500</td>
<td>$24,250</td>
<td>$24,250</td>
<td>$-</td>
<td>$-</td>
<td>27-300-1000-111</td>
<td></td>
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<tr>
<td>273-1-010-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer Enrichment Summer school will be instituted to allow elementary students to get back to normal activities post COVID. Safety measures will be taken to ensure safety. Students will explore local careers with local businesses, wildlife and parks, and many more local opportunities through a three week period during the summertime. The plan will be to extend this position into ESSER III funding as well.</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>27-200-1000-111</td>
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<tr>
<td>273-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Fontis Pinnel Literacy expansion: This will allow each student to have the needed resource. Shared materials were used in the past school years. This will be used at Kindergarten, First Grade, and Second Grade. This will also help with social distancing.</td>
<td>$32,699</td>
<td>$32,699</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>27-200-1000-610</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 274 - Oakley Public Schools

**Applicant / Mailing Address**
---
621 Center Ave, Ste 103
Oakley, KS 67748

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Ken Bockwinkel

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

**Applicant / Phone Number** | 785 671 4588

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

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

Application details

**Full District Name** | Oakley Public Schools
---|---
**District Number** | 274
<table>
<thead>
<tr>
<th>Mailing Address</th>
<th>Street Address</th>
<th>621 Center, Ste 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td>City</td>
<td>Oakley</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
<td>67748</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Name</td>
<td>Ken Bockwinkel</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Position or Title</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Email Address</td>
<td><a href="mailto:kbockwinkel@oakleyschoolsk.com">kbockwinkel@oakleyschoolsk.com</a></td>
</tr>
<tr>
<td>Authorized Representative of the District</td>
<td>Phone Number</td>
<td>+17856714588</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

The district will utilize the ESSER II funding in three main ways: Robust summer school and after school programs to address learning loss; hiring a Student Services Coordinator; continuing with an additional custodian to mitigate the spread of COVID 19 and other diseases.
The summer school and after school programs will address the learning loss that occurred during the shutdown in the Spring of 2020. The summer school program will operate for four weeks and four hours a day. We will employ a coordinator, 8 teachers, a para, and a library aide to help the students in an intense reading and math program. We have around 80 students enrolled in the program by their parents. The program is designed to strengthen the students' skills over the summer in preparation for the 2021-22 school year. The after school program will operate four days a week for 1.5 hours per day. Again, we will employ a coordinator, 8 teachers and paras as needed. This program will continue the reading and math reinforcement, and we will add enrichment activities, parent involvement activities, and homework help.

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

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

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

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

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

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

Notes on ESSER II application Excel template:

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

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

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

Please download and complete the ESSER II application template [here](274_Oakley_ESSERII Plan_0_) 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 of the local educational agency.

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

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review and 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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<tr>
<td>274-1-001-20210608</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 will design and implement a robust summer and after school program to address learning loss due to Covid 19. An additional 30% of students were significantly lower than in previous years. In our summer school program we will have 8 teachers serving approximately 70 students for 4 days a week, four hours per day. The program will consist of intensive reading and math lessons designed to mitigate the learning loss that occurred with the shutdown during the Spring of 2020. In the after school program, we will utilize 8 teachers serving approximately 80 students for 4 days a week for 1.5 hours per day. In addition to addressing reading and math needs, we'll expand the program to add enrichment activities and homework help.</td>
<td>$88,800</td>
<td>$ -</td>
<td>$44,400</td>
<td>$44,400</td>
<td>$ -</td>
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<td>274-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>A Student Services Coordinator will be hired to serve as a liason between counselors, mental health agencies, families and the school. A significant number of students had increased behavioral issues following the Covid 19 shutdown.</td>
<td>$94,000</td>
<td>$ -</td>
<td>$47,000</td>
<td>$47,000</td>
<td>$ -</td>
<td>90705</td>
<td></td>
</tr>
<tr>
<td>274-1-003-20210608</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>This is para support for students in our summer school and after school programs.</td>
<td>$12,240</td>
<td>$ -</td>
<td>$6,120</td>
<td>$6,120</td>
<td>$ -</td>
<td>90710</td>
<td></td>
</tr>
</tbody>
</table>
| Eligible Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | Regular Non-Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and  
An additional custodian was hired to deep clean and sanitize our attendance centers at night. We will continue this practice for the next few years. The 2021 expenditure covers this expense that has already occurred but was not covered by ESSER I funds. | $33,833 | $6,261 | $27,572 | $- | $- | 90715 |
Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Chautauqua County Community School

Applicant / Mailing Address

416 E. Elm Suite B
Sedan, KS 67361

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

Applicant / Email Address of Owner, CEO, or Executive Director | hillk@usd286.org

Applicant / Phone Number | 6207253187

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

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

Application details

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

Our data shows that our students are showing some learning loss due to extended time out of school due to the pandemic. Most students showing learning losses are students with disabilities and our socioeconomically disadvantaged students. USD 286 students have been in in-person learning since August. Due to missed in-person learning during the pandemic, we have recently revamped our elementary MTSS to offer more core support to our students in Reading and Math. Our data has shown learning loss in both core areas and we wanted to be proactive in meeting the needs of those students showing some regression. MTSS structures were changed to meet those needs. Progress monitoring data is being collected and data-driven decisions on the placement of students are made by teams to meet student learning needs. In the JR-SR High, this data is used to place students in MTSS to work on reading and math learning gaps.

Our data has shown that some students show some disconnect from school and depression. We are seeing this in the JR-SR High from data from surveys, Community Care Survey, and MySabers. Attendance due to the pandemic has also been an issue as well. We are working to find ways to re-engage our students at school through professional development with staff and these new programs.

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

No

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
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Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)
Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our plan is to use funds to increase supports during the summer and upcoming school year. We plan to add an elementary counselor for our PreK-6 students. Currently, we have one counselor for approximately 380 students. Data from CC Survey and MySabers shows our students have become disconnected from school. This school year we are seeing more mental health issues. The ability to have a counselor for each building will allow us to offer more supports for students. We plan to add a reading intervention teacher for K-3. Our reading intervention teacher will be able to targeted skills for those who are showing learning loss. During the pandemic is was difficult for our K-3 to be as focused online. We feel some students have missed essential skills needed to become good readers. This teacher will able to work with students and staff to close those gaps. The Summer Camp program will help us keep ours students engaged during the summer. We are offering summer school to PreK-12. We plan to offer some engaging hands-on learning for students. Metal, Woods, Hunter Safety, Drones, and Number Ninjas are just a few of the activities. We will also be offering some social-emotional curriculum and mental health supports through the summer. We have requested money for supplies and curriculum. During the pandemic, students in our Agriculture CTE courses missed out on many hands-on learning experiences. For the 2021-2022 school year, we plan to offer additional time for students to have project-based experiences in Agriculture CTE courses. We plan to hire a part-time teacher/teacher aide to provide our Ag teacher with additional time and supports to work with our students on projects within the CTE curriculum. These courses provide our students to become career and college-ready and to become leaders in a global economy.

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

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

Notes on ESSER II application Excel template:

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

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

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

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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)


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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
<table>
<thead>
<tr>
<th>Electronic Signature</th>
<th>Kay L Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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<td>286-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>The pandemic has impacted the mental health of our students. In order to address the learning needs we also need to address the mental health needs. Our plan is to add an elementary counselor. We currently have only one counselor to serve close to 385 students. By providing more time and attention to our PreK-6 we will be able to offer more supports to all student in our school. Our data has shown our students are more depression and disengaged due to the pandemic. We want to be able to add the supports they need to be successful in the classroom and outside the classroom.</td>
<td>$54,400</td>
<td>$54,400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34140</td>
<td>Elementary Counselor Salaries and benefits</td>
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<tr>
<td>286-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>In order to close the learning gaps due to the pandemic in reading for our K-3 student we plan to add a teacher for reading interventions. Our students missed important learning last school year and our data is showing gaps especially in early literacy. It will be our goal to have all students reading on grade level by 3rd grade. By adding this position we will be able to provide consistent and target assistance to students that show learning regression from lost instructional time during the pandemic.</td>
<td>$56,200</td>
<td>$56,200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34140</td>
<td>K-3rd grade intervention teacher Salaries and benefits</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>We want to expand our summer programs to include PreK-12 grade. We have budgeted 4 teachers ($11,142) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and JR-SR High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students.</td>
<td>$11,142</td>
<td>$11,142</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>34140</td>
<td></td>
<td></td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>We have budgeted $2000 for supplies and $3032 for curriculum. This budget will be used to support the summer school project-based learning and reading and math targeted assistance. Summer programs were needed to address the learning needs due to the pandemic and the learning loss data is showing from our students.</td>
<td>$5,032</td>
<td>$5,032</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>34100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

They are purchasing the “Do the Math” curriculum for summer school. It is a research-based program that will work to help our students rebuild critical math foundations. We are seeing gaps in learning due to the pandemic. This program is designed for at-risk and struggling students who require more practice in math. This program will help during summer school to progress our students to reach grade-level proficiency. (Phone Call, 5/14/2021)
| # | Eligible Direct Allocation | Instruction | Part-Time Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | Our data has show that our student are not as engaged in learning as they were prior to the pandemic. We see the need to expand our CTE courses to provide student with more engaging, project-rich curriculum. We would like to add a part-time teacher in our agriculture programs to help our current teacher offer more hands-on experiences for our students. This would provide students who are interested in vocational careers the opportunity to work as a team, problem solve, build communication skills, and promote college/technical school readiness. With the pandemic our students lost opportunities to participate in many hands-on, project based learning. With the additional supports our CTE course could offer more hands-on experiences. Students would benefit from the additional time and instructor to help with those experiences. Paid as part-time teacher and instructional aide. | $35,500 | $35,500 | $- | $- | $- | 34140 |
|---|---|---|---|---|---|---|
| 286-1-006-20210608 | Eligible Direct Allocation | Operation of Building | Cleaning Supplies and Chemicals | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Purchase various cleaning supplies to sanitize and clean school facilities. | $2,000 | $2,000 | $- | $- | $- | 34110 |
| 286-1-007-20210608 | Eligible Direct Allocation | Instruction | Software | 12. Addressing learning loss among students, including vulnerable populations | Our focus will be with identifying and supporting learning gaps that have been caused by the pandemic. Those interventions will be focused on reading and math and other subject areas. K-12 site license for IXL Learning will provide interventions in math, ELA, science and social studies. This is a digital software that our students can use year round and can also be delivered remotely if necessary. | $7,845 | $7,845 | $- | $- | $- | 34180 |

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
| Eligible Direct Allocation | Instruction Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | We want to expand our summer programs to include PreK-12 grade. We have budgeted 5 instructional aides ($8,881) to help provide ways to close the educational gaps caused by the pandemic. PreK-5 will have target assistance with reading and math and Jr-Sr High will build on project-based learning to re-engage our students in school. Courses in Metals, Woods, Drones, Computers, Art, credit recovery, individual tutoring will help re-engage, keep students on track to graduate, and provide for social emotional learning. We will be working in conjunction with our 21st Century Grant. We anticipate 15-20 middle school students, 10-15 high school students, and 50-60 elementary students. | $8,881 | $8,881 | $- | $- | $- | 34140 | Summer paras salary and benefits (Phone Call, 5/14/2021) |
Applicant details

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

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

Select an Applicant Type  |  Unified School District
Applicant / Entity Name  |  Central Heights, USD 288
Applicant / Mailing Address
3521 Ellis Rd.
Richmond, KS 66080
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Nathan Hinrichs
Applicant / Email Address of Owner, CEO, or Executive Director  |  nhinrichs@usd288.org
Applicant / Phone Number  |  785-869-3455

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

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

Application details

Full District Name  |  Central Heights
District Number  |  288
Mailing Address | Street Address  |  3521 Ellis Rd.
COVID has impacted the students of USD 288 in many ways. First, students were sent home from school last Spring and finished the school year remotely. This learning format worked for some students and others struggled and all students missed on the social and emotional benefits of being at school with their peers. This year, USD 288 has offered both in person and remote instruction to all students (their choice). At the beginning of the school year, we had 107 students choosing to stay home and learn remotely, we currently have 29. Providing instruction both remotely an in person has created many challenges, as additional professional development and technology were needed. In addition, cleaning, social distancing and safety protocols had to be put in place for the safety or students and staff, which was an adjustment for everyone involved. Fortunately, these items were paid for with ESSER-1 and SPARK funds. As the year has progressed, we have identified the need to address learning loss in the area of Elementary Math, as well as social and emotional needs in the Elementary and Secondary.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
• Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

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

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

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

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

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

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

• Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

Central Heights proposes to utilize ESSER funds to address learning loss and student needs directly associated with COVID. We would like to hire an additional Counselor, which will be placed at the Middle School, the area identified as having the greatest Counseling need by our administrative team.

In addition to addressing the counseling needs created by the COVID, this position will oversee the implementation of our
new SEL curriculum, district wide. We also propose hiring a Title Math teacher at our elementary school to address learning loss, as a result of COVID. In addition, we propose hiring an At-Risk specialist to the elementary school to work with students one on one and in small groups to address social emotional and academic issues caused by the pandemic. Finally, we propose hiring an additional nurse, as the demands of COVID have created more work than our current nursing staff can handle.

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

The district will utilize a variety of data to determine the impact of these positions on our students. We will utilize both local Math assessments and state Math assessments, to determine the effectiveness of the Title Math position. We will utilize local SEL data, as well as attendance and office referral to determine the effectiveness of the Counselor position. We will utilize attendance, grade and SEL data to determine the effectiveness of the At-Risk position. Finally, we will utilize daily logs and over time hours to determine the effectiveness of the additional nursing position.

Notes on ESSER II application Excel template:

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

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

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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.

(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
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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Nathan Hinrichs
Date | 05/19/2021

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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salary and benefits for an Elementary Math Specialists (Title Math). This position will work with individual and small groups of elementary students to address learning loss in the area of Math, caused by the pandemic.</td>
<td>$ 66,389</td>
<td>$ 66,389</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>288-1-002-20210608</td>
<td>Eligible</td>
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<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 school counselor. This position will deal with the increased social and emotional needs of students, as a result of the pandemic.</td>
<td>$ 76,287</td>
<td>$ 76,287</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>288-1-003-20210608</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>Salary and benefits for an Elementary At-Risk position. This position will work with individual elementary students to help them with academic, emotional and social needs, caused by the pandemic.</td>
<td>$ 38,310</td>
<td>$ 38,310</td>
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<td>$ -</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Salary and benefits for a school nurse position. This position will work with our students, staff and county health to respond to potential cases and to educate our students and staff on COVID, vaccinations, etc.</td>
<td>$ 50,842</td>
<td>$ 50,842</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>6</td>
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Applicant details

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

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

Select an Applicant Type | Unified School District
---|---
Applicant / Entity Name | Jolene Dempewolf
Applicant / Mailing Address | jdempewolf@usd294.org
Applicant / First and Last Name of Owner, CEO, or Executive Director | Jolene Dempewolf of USD 294, Board Clerk
Applicant / Email Address of Owner, CEO, or Executive Director | jdempewolf@usd294.org
Applicant / Phone Number | 7854753805

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

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

Applicant / Federal EIN (if applicable) | 48-0720777
Fiscal Agent / Name (if applicable) | Oberlin USD 294
Fiscal Agent / Mailing Address (if applicable)
131 East Commercial St
Oberlin, KS 67749
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact of COVID-19 on our district centered on social emotion issues of isolation, depression and some substance abuse. We had one suicide attempt which made us dig deep into trauma issues with both student and faculty. Faculty at the high school are getting a more intense trauma training this summer.

It also affected our academics in some ways. Some students and families looked at homework as optional like last spring and we had some attendance issues at both elementary and secondary. Attitudes did eventually change but there were learning loss because of it. We will be using summer school to help with credit recovery and skills that were missed during the school year.

The social emotional, attendance and homework completion affected more of our at-risk population (poverty) than others. Though there were trauma issues that crossed all populations. We are over 50% as a district for F/R so it would be about 180 students.

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

Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.
We have $100 left to spend on ESSER I funds and we will be spending it on PPE (sanitation chemical). It will be spent before the end of May.

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

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

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

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

USD 294 Oberlin will be using ESSER II funds to address COVID-19 needs through academics, technology and building needs. Academically, we will purchase Fastbridge for our K-12 summative assessment tool. This tool will give us consistency on reporting our academic data with common language to explain results. Plus it also contains a social emotion survey which will be beneficial and with a consistent survey to use yearly to determine our needs.

For 7-12 credit recovery, we are planning to purchasing Edgenuity program for summer school and during the school year. We will also be offering summer school to work on skill deficits and credit recovery with those that need it at the secondary level. We are concentrating on working on skills that were missed or not mastered do to last spring and this year.

With added technology from computer programs, wifi needs, one to one devices, we need to upgrade our cabling to Cat 6. Connectivity can be an issue. COVID-19 exposed some of our issues and to have a healthy technology backbone is crucial.

We have many issues with ventilation in our old facilities. We have many windows that do not open or have been permanently sealed. We have two projects to install new windows that can be opened for ventilation.

We will be purchasing touch less faucets/toilets for the elementary school. This will help with sanitation and spreading of bacteria and viruses.

We have a sub shortage do to COVID-19 that we would like to hire a full time sub to help cover for teachers at are absent.

As we push our students to participate in activities which will help with their social emotional well being and build friendships. We discovered we do not have the needed band instruments to accommodate students. Need to buy more instruments.

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

With Fastbridge, we will have better data to analyze our student learning. Hopefully, when we assess our students in the fall, they will show improvement over last year because of the intense instructor on skills that were deficits.

Edgenuity will help students make up credits and pass their classes.

With the touch less faucet/toilets, hopefully we will have less student sickness and cleaner bathroom facilities.

Cabling as well as window upgrades, the improvements to connectivity and fresh air and ventilation for the building will help with health of students and personnel.

Having a full time sub will mean that we will not have to double of classes as often which will help with instruction and student learning.

Having instruments so students can participate in band.

Notes on ESSER II application Excel template:

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

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

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

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

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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

**Certification**

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

Electronic Signature  |  Joel Applegate
Date                  |  05/24/2021

Log in to [commonapp.grantplatform.com](http://commonapp.grantplatform.com) to see complete application Attachments.
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<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>
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<td>Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Fastbridge Program K-12 (3 Years). Help with data collecting for helping with learning loss due to Covid</td>
<td>$5,935</td>
<td>$1,978</td>
<td>$1,978</td>
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<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Fastbridge Program K-12 (3 Years). Help with data collecting for helping with learning loss due to Covid</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School OES 2 Weeks (3 Years) (4 Teachers). To Support learning loss due to Covid.</td>
<td>$19,200</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School DCHS 4 Weeks (3 Years) (4 Teachers) Support Learning loss due to Covid.</td>
<td>$38,400</td>
<td>$12,800</td>
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<td>Instruments</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Band Instruments DCHS. Help kids coming back with activities for social and emotional needs.</td>
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<td>All Other Improvements</td>
<td>13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs</td>
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<td>All Other Improvements</td>
<td>Windows Second Project. Help with good air ventilation through the building.</td>
<td>$</td>
<td>$</td>
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<td>Allowable if CDC guidelines are met.</td>
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<td>Land Improvement</td>
<td>All Other Improvements</td>
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<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Full-Time Sub 1 Year. Help with the support of learning loss due to Covid.</td>
<td>12,000</td>
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<td>Instruction Software</td>
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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
School closure in the spring of 2020 negatively impacted student learning and social emotional growth, especially at the early grades. Kindergarten students missed the quarter of school when most students begin application of early literacy skills. The impact on reading and math development has become increasingly evident. More students are requiring supplemental instruction. District wide data indicates increased students not on grade level (reading 4% increase/math 5% increase.)

Grade 6-12 students were in a hybrid model for the first three quarters. The hybrid model was changed at the end of first quarter because of course failures (nearly doubled) and social emotional concerns. For quarter 2, we moved from a 2-day a week model to an AM/PM model. Secondary students experienced three schedule adjustments as we adjusted to address learning needs. Those schedule changes caused added stress and required students/staff to readjust. Course failures have resulted in the need for more credit and unit recovery.

We provided a remote option for families who were reluctant to reenter the comprehensive schools in the fall of 2020 due to health concerns. Some students excelled in that environment, but for many, the need for the consistency and structure of in-building instruction become quickly evident. To support struggling students, we deployed social worker and counselor resources to engage in conversations to transition students back into the comprehensive school.

We are encountering increased social-emotional needs. Social workers, family support specialists and counselors found the need to adjust daily practice to address these needs.

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

Yes
the date of ESSER II application submission?

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

ESSER funds will continue to support salaries for remote teachers for nearly 700 students who chose remote instruction due to the pandemic. Instructional assistants were hired to supervise our classrooms when quarantine resulted in staff absences. This allows the regular classroom teacher to instruct remotely from home, providing continuity for our students. All funds will be expended by June 30, 2021.

Our grab and go food service required disposable containers and name badges to track who received the meals. The funds allowed us to ensure that every student had access to breakfast and lunch from March 2020 through the 2020-2021 school year.

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

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

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

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

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

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

USD 305 will use ESSER funds to target pandemic related social-emotional learning loss and academic learning loss. The majority of funds will support direct service to students, but transportation to ensure students have access to before/after school supports will also be provided.

Our intention is to add social workers and family support personnel to address social emotional needs. Both will work to connect families and students with community and school supports. In addition, social workers will work during the school day with small groups of students to provide targeted SEL instruction. Social workers will also support students who are struggling to reengage in the comprehensive school environment.

Academic supports will be provided through interventionists, summer school, before and after school programs, credit recovery and reduced class size. Interventionists, classified and certified, will provide small group instruction targeted to gaps in learning at the elementary and middle school levels. Elementary summer school has been expanded to allow any student who wishes to participate to do so. Elementary summer learning will be in two 3-week sessions with one targeting reading development and the other targeting math development. Both sessions will have social-emotional and elective learning as well. Before and after school programs will be provided. At the elementary level those programs will provide small-group targeted skill instruction. At the secondary level, the focus will be supporting students who didn't pass courses due to intermittent schooling during the pandemic. In addition, our performance-based diploma program will be expanded during the school day to increase access to in-school credit recovery for students who are unable to attend after-school sessions. Class-size reduction will allow us to target elementary needs, specifically at the early grades where the pandemic had a significant impact on reading development.

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

Each building identified pandemic-related needs and programming to address those needs as part of our application process. Buildings provided how they would identify students for support for each intervention and how they would evaluate success of the intervention. We plan to use a combination of academic and social emotional pre/post measures to determine impact of the programming supported by ESSER funds. We will use pre post phonemic awareness and phonics assessments for early literacy evaluation, the Benchmark Assessment System (BAS) for reading comprehension. In math, we will use the iReady math diagnostic assessments. Credits failed and recovered will be used to measure effectiveness of programming at the secondary level. SRSS screener data, course failures, requests for counselor support, self-harm assessments, and attendance will be used to measure SEL support impact.
Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of 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)
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))
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 of the local educational agency.

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

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

Certification

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

Electronic Signature | Lisa Peters

Date | 05/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Funding Stream</th>
<th>Function Name</th>
<th>Object Name</th>
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<th>Total Expenditures ($)</th>
<th>Budgeted Expenditures in SFY 2021 ($)</th>
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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. 45 instructional staff will serve approximately 400 students.</td>
<td>$ 350,000</td>
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<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. 45 instructional staff will serve approximately 400 students.</td>
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<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 counselor &amp; 1 nurse will serve approximately 400 students.</td>
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<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</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>$918</td>
<td>$230</td>
<td>$459</td>
<td>$229</td>
<td>$ -</td>
<td>1-31-2400-220-0000-41A-64951</td>
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<tr>
<td>305-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</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>$12</td>
<td>$3</td>
<td>$6</td>
<td>$3</td>
<td>$ -</td>
<td>1-31-2400-260-0000-41A-64952</td>
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<tr>
<td></td>
<td>Eligible Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>Worker's Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</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>
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<tr>
<td>305-1-012-20210608</td>
<td>Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>Worker's Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</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>$48</td>
<td>$12</td>
<td>$24</td>
<td>$12</td>
<td>-</td>
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<tr>
<td>305-1-013-20210608</td>
<td>Direct Allocation</td>
<td>Instruction Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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>
<td>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>
<td>$360,000</td>
<td>$160,795</td>
<td>$199,205</td>
<td>$-</td>
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<tr>
<td>305-1-014-20210608</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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>
<td>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>
<td>$2,455,684</td>
<td>-</td>
<td>$1,227,842</td>
<td>$1,227,842</td>
<td>-</td>
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<tr>
<td>305-1-015-20210608</td>
<td>Direct Allocation</td>
<td>Instruction Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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>
<td>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>
<td>$621,362</td>
<td>-</td>
<td>$310,681</td>
<td>$310,681</td>
<td>-</td>
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<tr>
<td>Description</td>
<td>Cost</td>
<td>FICA Costs</td>
<td>Unemployment Costs</td>
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<td>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.</td>
<td>$363,200</td>
<td>$181,600</td>
<td>$181,600</td>
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<td>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>
<td>$235,398</td>
<td>$117,699</td>
<td>$117,699</td>
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<td>Unemployment Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.</td>
<td>$3,074</td>
<td>$1,537</td>
<td>$1,537</td>
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<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Worker’s Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Workers Comp Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.</td>
<td>$12,282</td>
<td>$6,141</td>
<td>$6,141</td>
<td>-</td>
<td>1-31-1000-270</td>
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<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Other Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Employer Paid Retirement Benefit Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.</td>
<td>$49,000</td>
<td>$24,500</td>
<td>$24,500</td>
<td>-</td>
<td>1-31-1000-290</td>
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<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Regular Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>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>$227,962</td>
<td>$113,981</td>
<td>$113,981</td>
<td>-</td>
<td>1-31-1000-110</td>
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<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>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>$24,912</td>
<td>$12,456</td>
<td>$12,456</td>
<td>-</td>
<td>1-31-1000-120</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Regular Certified Salaries</td>
<td>Non-Certified Salaries</td>
<td>Group Insurance</td>
<td>Employer Paid Health Benefit Cost</td>
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<tr>
<td><strong>305-1-023-20210608</strong></td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>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>$19,648</td>
<td>$ -</td>
<td>$9,824</td>
<td>$9,824</td>
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<tr>
<td><strong>305-1-024-20210608</strong></td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>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>$256</td>
<td>$ -</td>
<td>$128</td>
<td>$128</td>
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<td><strong>305-1-025-20210608</strong></td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>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>$1,028</td>
<td>$ -</td>
<td>$514</td>
<td>$514</td>
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<tr>
<td><strong>305-1-026-20210608</strong></td>
<td>10. Providing mental health services and supports</td>
<td>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>$801,856</td>
<td>$ -</td>
<td>$400,928</td>
<td>$400,928</td>
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<tr>
<td><strong>305-1-027-20210608</strong></td>
<td>10. Providing mental health services and supports</td>
<td>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>$166,436</td>
<td>$ -</td>
<td>$83,218</td>
<td>$83,218</td>
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<tr>
<td><strong>305-1-028-20210608</strong></td>
<td>10. Providing mental health services and supports</td>
<td>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>$96,800</td>
<td>$ -</td>
<td>$48,400</td>
<td>$48,400</td>
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<tr>
<td>Case Number</td>
<td>Funding Type</td>
<td>Description</td>
<td>Purpose</td>
<td>Details</td>
<td>Amount</td>
<td>Balance</td>
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<td>Total</td>
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<tr>
<td>305-1-029-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Support Services (Students) Social Security Contributions</td>
<td>10. Providing mental health services and supports</td>
<td>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>$74,072</td>
<td>-</td>
<td>$37,036</td>
<td>$37,036</td>
<td>-</td>
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<tr>
<td>305-1-030-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Support Services (Students) Unemployment Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>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>$966</td>
<td>-</td>
<td>$483</td>
<td>$483</td>
<td>-</td>
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<tr>
<td>305-1-031-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Support Services (Students) Worker's Compensation</td>
<td>10. Providing mental health services and supports</td>
<td>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>$3,870</td>
<td>-</td>
<td>$1,935</td>
<td>$1,935</td>
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<tr>
<td>305-1-032-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Support Services (Students) Other Employee Benefits</td>
<td>10. Providing mental health services and supports</td>
<td>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>$16,000</td>
<td>-</td>
<td>$8,000</td>
<td>$8,000</td>
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<tr>
<td>305-1-033-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Support Services (Instructional Staff) Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>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>$16,206</td>
<td>-</td>
<td>$8,103</td>
<td>$8,103</td>
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<td>ID</td>
<td>Date</td>
<td>Type</td>
<td>Description</td>
<td>11B. Planning and implementing supplement after-school programs</td>
<td>11B. Planning and implementing supplement after-school programs</td>
<td>11B. Planning and implementing supplement after-school programs</td>
<td>11B. Planning and implementing supplement after-school programs</td>
<td>11B. Planning and implementing supplement after-school programs</td>
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<tr>
<td>305-1-034-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>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>$1,238</td>
<td>$619</td>
<td>$619</td>
<td>$ -</td>
<td>1-31-2200-220</td>
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<tr>
<td>305-1-035-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>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>$18</td>
<td>$9</td>
<td>$9</td>
<td>$ -</td>
<td>1-31-2200-260</td>
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<tr>
<td>305-1-036-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>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>$64</td>
<td>$32</td>
<td>$32</td>
<td>$ -</td>
<td>1-31-2200-270</td>
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<tr>
<td>305-1-037-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>11B. Planning and implementing after-school programs</td>
<td>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.</td>
<td>$38,128</td>
<td>$19,064</td>
<td>$19,064</td>
<td>$ -</td>
<td>1-31-2710-513</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Gasoline</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>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.</td>
<td>$14,388</td>
<td>$-</td>
<td>$7,194</td>
<td>$7,194</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase personal protective equipment (PPE) such as face masks, instrument bell covers, gloves, etc. to limit spread of COVID19</td>
<td>$58,000</td>
<td>$22,000</td>
<td>$29,000</td>
<td>$7,000</td>
<td>$-</td>
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</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 | Southeast of Saline USD 306

Applicant / Mailing Address

5056 E. K-4 Highway • Gypsum, KS 67448

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

Applicant / Email Address of Owner, CEO, or Executive Director | rstumpf@usd306.org

Applicant / Phone Number | 7855364291

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

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

Application details

Full District Name | Southeast of Saline

District Number | 306

Mailing Address | 5056 E. K-4 Highway
Southeast of Saline suffered 9-weeks of diminished learning when school was dismissed in the Spring of 2020. Although we have not lost a single day of instruction in the 20/21 school year, we have noticed significant impacts to our learning environment. Students are being referred and served by our counseling department and through our Mental Health Pilot Program at a much higher rate. Although we do not have a district operated preschool, we have done kindergarten roundup for next year and have concerns about the impact of wearing masks and social isolation. This continues up through all grades. Some students have performed higher with the alternative learning environments but they are the exception. We are seeing increasing fatigue in students and staff and high levels of stress and anxiety. Many of our mitigation strategies will focus on recovering lost academic skills and addressing the social emotional needs of our population. Much of the cost impact of the pandemic was covered by the Sparks and ESSER I money but those measures did not end at December when the money ran out. We have been covering the costs related to teaching in a pandemic since December and will be asking for some of ESSER II to reimburse those expenses.

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

No

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

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical...

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

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

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

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
We will use nearly a third of the ESSER II dollars to reimburse the district for covid related costs already incurred between the time Sparks and ESSER I ended and the time ESSER II was able to be accessed. These expenses include funding the three paraprofessionals and the three long term subs employed in August to assist the district with covid related absences and assist with covid protocols. We also have spent money on PPE and we have paid wages for our gating committee and our Leadership team meets as they met to review protocols and to plan for covid related expenditures like summer school. We will use funds to design and operate a summer school. We are purchasing a K-12 Social Emotional curriculum to address the growing trauma impacted number of students. We are purchasing an ACT preparatory program to address the decline in post secondary preparedness due to remote learning. We will hire two paras for 21-22 to address the needs of the at-risk and delayed related to remote learning and lost learning. One will serve K-6 and the other 7-12. We will send several elementary teachers to a reading training at ESSDACK to address systematic reading loss. We will bring our Elementary and ELA teachers in for one day training on the science of reading. We will pay for a block of decodable readers to increase access to the material needed for these reading programs to function efficiently. And we will purchase a one year extension to our math curriculum to account for the delay in our normal textbook adoption practices due to the work load associated with covid teaching.

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

Southeast of Saline will use the same data tracking that we used to identify learning losses to track the recovery of students through these programs. We are anxious to get our state assessment results back to add to our data pool. We use Fastbridge in the elementary and closely monitor ACT, PSAT, and now PACT scores for trendlines. Like most schools we are nervous about the post secondary success of the classes of 2020 and 2021. We will track college credit earned in HS as well as certificates earned in High School. We also contact graduates one year out to ascertain their progress towards the state definition of success.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds
Throughout the period of the grant award, the LEA will comply with all requirements of:

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

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

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

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

- Discrimination on the basis of 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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

**Certification**

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

Electronic Signature                                    Roger A. Stumpf
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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<tr>
<td>306-1-001-20210608</td>
<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>USD 306 hired 3 long term paras to assist with covid protocols and reduce class size. We also hired 3 full time substitute teachers to address increased absenteeism due to covid quarantine and illness. The money to pay these hires expired in December and we needed to “continue to employ existing staff of the local educational agency.”</td>
<td>$16,857</td>
<td>$16,857</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>57-2-1000-120</td>
<td>3 Subs references twice; Applicant responded via email (5/26/21): USD 306 hired 3 long term paras to assist with covid protocols and reduce class size. The money to pay these hires expired in December and we needed to “continue to employ existing staff of the local educational agency.”</td>
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<tr>
<td>306-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>15. Developing strategies and implementin g public health protocols for the reopening and operation of school facilities</td>
<td>Staff were paid an hourly rate to meet in committees to “develop strategies and implementing public health protocols for the reopening and continued operation of school facilities.” Gating committee met weekly for a while then bi-monthly. Meetings were 30 minutes paid at $20 per hour. Leadership committee met periodically to review remote learning issues and plan for learning loss.</td>
<td>$7,120</td>
<td>$7,120</td>
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<td>57-4-2200-110</td>
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<tr>
<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>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Regular Certified Salaries</td>
<td>USD 306 has not operated an academic summer school so this implementation took a lot of planning. We are budgeting for 12 teachers working half days over three weeks hoping to service 120 students. Realistically we fear that we will get half that number of students to enroll. Our budget is attached to the application. Subsequent years of summer school will be funded through ESSER III.</td>
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<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
</tr>
</thead>
</table>

- Purchasing supplies to sanitize and clean LEA and school facilities
  - We purchased a number of different PPE items and cleaning supplies including disinfectants, vacuums, electrostatic sprayers, gloves, and more. These supplies were necessary both to directly attack the virus but also to quicken the cleaning process to allow for the extra burden covid cleaning put on our custodial staff.

<table>
<thead>
<tr>
<th>306-1-003-20210608</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Operation &amp; Maintenance of Plant</th>
<th>Supplies &amp; Materials</th>
<th>7. Purchasing supplies to sanitize and clean LEA and school facilities</th>
</tr>
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<tbody>
<tr>
<td></td>
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<th>306-1-004-20210608</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
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<th>306-1-003</th>
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<th>Direct Allocation</th>
<th>Operation &amp; Maintenance of Plant</th>
<th>Supplies &amp; Materials</th>
<th>7. Purchasing supplies to sanitize and clean LEA and school facilities</th>
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<td>306-1-004</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>
</tr>
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- $2,028
- $2,028
- $-
- $-
- $-

- $30,000
- $-
- $30,000
- $-
- $-

- 57-4-2600-600
- 57-4-1000-110
| Eligible Direct Allocation | Support Services - School Administration | Debt Service & Miscellaneous | 3. Providing principals and other school leaders with resources to address individual school needs | We felt it necessary to provide a comprehensive social emotional curriculum with the accompanying training to address the mental health and social deficits caused by social isolation and mask wearing during FY21. The counseling department chose Character Strong and the staff will be fully trained in the program May 3. This could have fallen under item 10 but we are part of the mental health pilot program and do not want to create conflict or confusion with those services already receiving financial assistance. The district will assume the ongoing costs of this program after this initial start up cost as we feel the needs of our students will not be resolved quickly and this program will provide long term benefits. | $ 15,889 | $ 15,889 | $ - | $ - | $ - | 57-1-2400-800 |

| Eligible Direct Allocation | Central Services | Supplies & Materials | 12. Addressing learning loss among students, including vulnerable populations | KSDE has expressed much concern over those students who are close to graduation and have been discouraged from their post-secondary goals due to the remote learning and isolation of COVID teaching. In an effort to encourage post secondary goals and maximize the student incentive to move forward with college plans we plan to purchase an ACT test prep program that will be integrated into their college and career MTSS sessions being added into the HS schedule. | $ 1,985 | $ 1,985 | $ - | $ - | $ - | 57-1-2500-600 |

Applicant requested that FY 22 $1,985 be removed to comply with District Allocation
<table>
<thead>
<tr>
<th>Grant ID</th>
<th>Eligible Direct Allocation</th>
<th>Instruction Services</th>
<th>Regular Non-Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Funding Request</th>
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</thead>
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<tr>
<td>306-1-007-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Services</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We intend to hire two paraprofessionals to “meet the comprehensive needs of students.” One para will be assigned to K-6 and the other to 7-12. These are new positions in addition to our normal compliment of special education and title paras that will assist struggling students “address learning loss, including low-income students, children with disabilities, and minorities.” Budget includes salary and all associated costs. It will be our intention of continuing these two positions with fundign from ESSER III for an additional two years.</td>
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<tr>
<td>306-1-008-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Professional &amp; Technical Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>We will be sending several teachers and paraprofessionals to an intensive reading training at ESSDACK over the summer to “address learning loss among student, including low-income, children with disabilities, and minorities by (B) implementing evidence-based activities to meet the comprehensive needs of students.”</td>
</tr>
</tbody>
</table>

Applicant requested that FY 21 budget be removed; Add FY22 $27,181
<table>
<thead>
<tr>
<th>306-1-009-20210608</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Services - School Administration</th>
<th>Debt Service &amp; Miscellaneous</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>Teachers will be receiving multiple trainings over the summer in the science of reading and we find that we are short in decodable readers to implement these strategies in an effective and efficient way to remediate lost learning. This purchase will proved the elementary principal with the resources necessary to address the reading needs of our students.</th>
<th>$ 6,000</th>
<th>$ 6,000</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>57-1-2400-800</th>
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<tbody>
<tr>
<td>306-1-010-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - 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>Teachers were required to supervise students during mornings in the classroom in order to keep students from congregating in groups and to maintain cohorts for Covid protocols. This additional supervision should be compensated as per our negotiated agreement. Minimum 10 minutes for approximately 50 teachers over 170 days. This equates to about $2 per day or $12 per hour based on the 10 minute figure.</td>
<td>$ 25,000</td>
<td>$ 25,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>57-4-2200-110</td>
</tr>
<tr>
<td>306-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Temporarily Certified Substitute Salaries for Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>USD 306 hired 3 full time substitute teachers to address increased absenteeism due to covid quarantine and illness. The money to pay these hires expired in December and we needed to “continue to employ existing staff of the local educational agency.”</td>
<td>$ 34,375</td>
<td>$ 34,375</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>57-2-1000-115</td>
</tr>
</tbody>
</table>
## 16. Other activities necessary to maintain LEA operations and services and employ existing LEA personnel

- Benefits paid to temporary aide/certified substitute.
  - $3,967

## 12. Addressing learning loss among students, including vulnerable populations

- Document camera, individual art supplies
  - $761

---

**Information as it relates to COVID-19:**
Applicant responded via email: We purchased several document cameras to assist with remote teaching during covid quarantine. We also purchased individual art supplies to reduce sharing in the age of covid because it is very difficult to sanitize every single surface.

Allowable to:
- a) reimburse the district for prior remote learning expenses
- b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or
- c) to budget for potential future remote learning expenses.

Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
<table>
<thead>
<tr>
<th>306-1-014-20210608</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Central Services</th>
<th>Supplies &amp; Materials</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>hot-spots x 5 (April, May, June) and content filters</th>
<th>$12,763</th>
<th>$12,763</th>
<th>$ -</th>
<th>$ -</th>
<th>$ -</th>
<th>57-1-2500-600</th>
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<tbody>
<tr>
<td>306-1-015-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Miscellaneous Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>disinfectant</td>
<td>$600</td>
<td>$600</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>57-4-2600-680</td>
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<tr>
<td>306-1-016-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Food Services Operations</td>
<td>Miscellaneous Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>disposable gloves for food preparation/handling safety</td>
<td>$650</td>
<td>$650</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>57-4-3100-680</td>
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<tr>
<td>306-2-001-20210608</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Social Security contributions for temporary aides/certified substitutes.</td>
<td>$2,507</td>
<td>$2,507</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>57-2-1000-220</td>
<td></td>
</tr>
</tbody>
</table>

Information as it relates to COVID-19: We purchased a block of hot-spots with our SPARKS money. As quarantines declined we canceled most of the subscriptions but need to keep several active to help with the occasional quarantine of student or teacher. Hot-spots x 5 (April, May, June). With the additional at home use of devices we had to upgrade our content filter to provide filters off campus as well as on campus. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

Applicant responded via email: More disinfectant as we went through so much more sanitizing every desk every hour.

Applicant requested FY21 $2,507 be moved to ESSERII True Up Allocation.
<table>
<thead>
<tr>
<th>306-2-002-20210608</th>
<th>Eligible</th>
<th>True Up Allocation</th>
<th>Instruction</th>
<th>Other Employee Benefits</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Unemployment contributions for temporary aides/certified substitutes.</th>
<th>$</th>
<th>27</th>
<th>$</th>
<th>27</th>
<th>$</th>
<th>-</th>
<th>$</th>
<th>-</th>
<th>$</th>
<th>-</th>
<th>57-2-1000-290</th>
<th>Applicant requested FY21 $27 be moved to ESSERII True Up Allocation</th>
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</thead>
<tbody>
<tr>
<td>306-2-003-20210608</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Support Services - Instruction</td>
<td>Social Security Contributions</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and Social Security contributions for gating committee (see Line 16)</td>
<td>$</td>
<td>9</td>
<td>$</td>
<td>9</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>57-4-2200-220</td>
<td>Applicant requested FY21 $9 be moved to ESSERII True Up Allocation</td>
<td></td>
</tr>
<tr>
<td>306-2-004-20210608</td>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>Extra duty for our school nurse to provide temperature checks.</td>
<td>$</td>
<td>41</td>
<td>$</td>
<td>41</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>57-2-1000-117</td>
<td>Applicant requested FY21 $10 be moved from Direct Allocation to ESSERII True Up Allocation: FY21 $41.</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
Haven USD 312

Applicant / Mailing Address
414 W. Main
Haven, KS 67543

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

Applicant / Email Address of Owner, CEO, or Executive Director
kschwindt@havenschools.com

Applicant / Phone Number
6204653445

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

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

Application details

Full District Name
Haven

District Number
312
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The lockdown in response to COVID-19 has interrupted our schooling this past year. While we have made efforts to maintain learning during this period, our students have had to rely more on their own resources to continue learning remotely. While we tried micro-cohorts at the elementary level teachers still had to adapt to new modes of instruction which put stress on them and the students. We found that we needed more technology to be more efficient in delivering online/remote instruction. We also found that we needed more staff members to help implement interventions and mental health services. Our mental health services are increasing. It is essential that our mental health issues be identified and treated because research shows mental health and academic achievement are linked. We need to work on building positive relationships in order to gain trust and confidence and be able to help students move forward to be successful. We have 47% of our student population that is ESOL, SPED or in poverty.

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

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

We will be using the remaining ESSER I funds to pay teachers for their time during the time we had micro cohorts. In order to keep students in school we tried micro cohorts so that our elementary students could stay in school. In return some of our teachers did not get their full plan times or lunch times so we are using these funds to pay them for their time.
We are also using the ESSER I funds for additional positions that we hired for like temp takers, extra part time nurse, para's, etc. We are also utilizing the remaining funds for supplies to clean and sanitize the buildings in the District.

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

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

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

We are proposing to have a Summer Academy that will address the needs of our low income students, children with disabilities and ESL learners. We are using spring AIMSweb data to invite students into the academy and create a hands-on experience for them that will focus on academic and social/emotional needs.

We would like to hire a 7-12 interventionist to provide high quality instruction that will target specific skills for individual students and small groups. This will help with those students that may be behind on skills and get them on grade level. iPADS and Promethean Boards will also be purchased. We would like to have one-to-one devices for our K-2 students to be successful inside and outside of the classroom. Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that.

We would like to make our ½ time counselor into a full time counselor. Currently this position serves half time at two buildings and due to the rise in mental health services making this position full time will help with providing adequate services and support for our students.

We would like to implement an After School Program at the beginning of the 2021-2022 school year. We will use Fastbridge data to determine the students that need extra support and provide specific instruction for them after school.

We are in need of a new sanitizing washer and dryer at the Grade School and High School. This will help with cleaning towels, uniforms, and school clothes.

We would like to purchase a SaniDry Sedona Dehumidifier for the basement at the Grade School. This eliminates damp, musty odors by drying and filtering the air.

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

We will determine the impact of our Summer Academy, Interventionist, Counselor, and After School program by using data from our Fastbridge testing. We will be able to address learning loss among students by looking at academic and social/emotional needs for each individual student and help them improve their skills and target what specific skills they are missing. We will be able to meet the needs of our students and teachers by providing technology to all students including our low income families so classroom instruction and home instruction can be provided. We will continue to sanitize and clean the facilities with our sanitizing materials and keep up with maintenance so that everyone feels safe coming into the buildings.

Notes on ESSER II application Excel template:

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

ESSERII-Application 5_19... (779 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.

(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.

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

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

Electronic Signature │ Kara A Schwindt

Date │ 05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<tr>
<td>312-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional - Education Services</td>
<td>11A. Planning and implementin g summer learning or enrichment programs</td>
<td>Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care.</td>
<td>$ 25,652</td>
<td>$ 25,652</td>
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<td>$ -</td>
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<td>07-2120-00-320-05</td>
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<tr>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional - Education Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Hire an interventionist to provide high quality instruction to individual students and small groups</td>
<td>$ 70,000</td>
<td>$ 70,000</td>
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<td>$ -</td>
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<td>07-2120-00-320-05</td>
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<tr>
<td>312-1-003-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional Education Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase one-to-one technology so that students can engage in learning in school or out of school.</td>
<td>$40,800</td>
<td>$40,800</td>
<td>$ -</td>
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<td>$ -</td>
<td>07-2120-00-320-05</td>
<td>Per narrative, iPADS and Promethean Boards will also be purchased. We would like to have one-to-one devices for our K-2 students to be successful inside and outside of the classroom. Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
</tr>
<tr>
<td>312-1-004-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional Education Services</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase promethean boards so that teachers can reach their students in the classroom and remotely</td>
<td>$24,984</td>
<td>$24,984</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>07-2120-00-320-05</td>
<td>See line-item 312-1-003-20210608 and further, per narrative, Interactive Promethean boards give our students great learning opportunities but they will also help teachers with remote learning. If a student misses school or needs to connect remotely this will allow them to do that. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
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<td>312-1-005-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional - Education Services</td>
<td>10. Providing mental health services and supports</td>
<td>Social/Emotional Support</td>
<td>$27,809</td>
<td>$27,809</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>07-2120-00-320-05</td>
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<td>312-1-006-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional - Education Services</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Addressing the social/emotional and academic needs for low-income students, children with disabilities, ELL, migrant students, homeless students and children in foster care.</td>
<td>$48,822</td>
<td>$48,822</td>
<td>$0</td>
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<td>07-2120-00-320-05</td>
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<td>312-1-007-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional - Education Services</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Sanitizing Washer/Dryer for uniforms, towels, clothes, etc.</td>
<td>$17,713</td>
<td>$17,713</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>07-2120-00-320-05</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Guidance Services</td>
<td>Professional - Education Services</td>
<td>Improve air quality in school facilities</td>
<td>$5,273</td>
<td>$5,273</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-2120-00-320-05</td>
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<tr>
<td>312-1-008-20210608</td>
<td></td>
<td></td>
<td></td>
<td>$5,273</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>Per applicant, This relates to Number 14 on the use of relief funds. We are trying to improve the air quality of the grade school facility. This will help with ventilation and purification of the air. We would like to request the SaniDry Sedona Dehumidifier for the basement at the Grade School. This eliminates damp, musty odors by drying and filtering the air. It's an effective and energy-efficient flow through the dehumidifier. It will also help save on electricity by keeping the school dry and healthy. We will also purchase a year worth of filters to change out when it is time. Further, per applicant, the filters will be COVID compliant filters.</td>
<td></td>
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</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   |  Phillipsburg USD #325
Applicant / Mailing Address
  |  240 South 7th
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Michael Gower
Applicant / Email Address of Owner, CEO, or Executive Director  |  mgower@usd325.com
Applicant / Phone Number  |  7855435281

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

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

Application details

Full District Name  |  Phillipsburg
District Number  |  325
Mailing Address | Street Address  |  240 S 7TH STREET
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.

Emotional impact has been a concern as well as learning loss but I must admit we are lucky enough to have been face to face all year. We hired extra staff to help with remote learners who so chose and extra staff for cleaning and preparing meals. We also served all meals in alternate locations such as gyms and classrooms.

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

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

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

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

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

• Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We will provide summer school both this summer and next summer. We will hire extra aides to help with learning loss in the elementary and also purchase some extra programs to track learning loss/gains as we try to combat the impact of COVID. We would like to add windows at the high school that open so we can get fresh air into the building. We would like to add auto faucets to reduce the spread of germs.

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

We hope to improve reading and math scores on our screeners and with the window installation and fresh air moving through the building we want to reduce illnesses and absences.

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

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

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

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

ESSERII-ApplicationTempla... (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.
  - (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 of the local educational agency.

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

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

Certification

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

Electronic Signature          | Michael E Gower
Date                        | 05/17/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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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<td>325-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer school to address learning loss in reading, math, social-emotional for K-4</td>
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<td>17-2600-110</td>
<td>Additional detail regarding link to Covid added at the request of Michael Gower, Supt</td>
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<td>325-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Extra help to address learning loss</td>
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<td>325-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services</td>
<td>Technology-Related Software</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Lexia program to address learning loss in reading.</td>
<td>$15,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - Instruction</td>
<td>Textbooks</td>
<td>1A. Any activity authorized by the Elementary and Secondary</td>
<td>Math textbooks to address learning loss</td>
<td>$60,000</td>
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<td>Direct Allocation</td>
<td>Safety Maintenance Services</td>
<td>Repairs and Improvement 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>automatic no touch faucets to reduce risk of virus transmission</td>
<td>windows at PHS to improve air flow and reduce risk of virus transmission as many windows do not currently open</td>
<td>325-1-006-20210608</td>
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</table>
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  |  USD 333 Concordia Public Schools

Applicant / Mailing Address
|  217 W. 7th St  
|  Concordia, KS 669901

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

Applicant / Email Address of Owner, CEO, or Executive Director  |  ronda.gumm@usd333.com

Applicant / Phone Number  |  785-243-3518

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

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

Application details

Full District Name  |  Concordia Public Schools
| District Number | 333 |
| Mailing Address | 217 West 7th st |
| Mailing Address | Concordia, KS |
| Mailing Address | 66901 |
| Authorized Representative of the District | Ronda Gumm |
| Authorized Representative of the District | District Business Manager |
| Authorized Representative of the District | ronda.gumm@usd333.com |
| Authorized Representative of the District | +17852433518 |

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

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

COVID-19 has had a huge impact on how we operate as a district. From getting laptops in the hands of all of our students last spring so that we could proceed remotely, to bringing students safely back into our buildings, it has been a year full of challenges! The cost of all of the additional laptops was a large part of our ESSER I funding. That remote learning experience was not the best for a lot of our students. We felt that getting our students back to in person learning as soon as possible was in their best interest. However, we also had to provide for the students whose families did not feel safe in doing so. The impact that teaching in person students and at the same time addressing the needs of the students learning remotely has been stressful to our teachers. A large part of our request for ESSER II funds is related to these issues. Teacher cameras, online curriculum, new teacher laptops that can keep up without lag time, and Clear Touch boards that can aid in both in person & remote learners all address the challenges that we have faced this school year. We are also implementing expanded summer school classes to address learning loss and help ensure that our students remain on grade level. As stressful and uncertain as this year has been, we feel that we have successfully rose to those challenges and are better equipped to handle what other ones we may face.

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

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

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

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

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

1. Cleaning supplies, plexiglass screens, & other PPE to reduce the spread of COVID.
2. Thermal scanners and thermometers to prevent the spread of COVID-19.
3. Purchase K-12 curriculum with online materials & components.
4. Content filtering for at home online learning.
5. Technology software & hardware to address online learning—Teacher cameras, teacher laptops, Clear Touch boards, & networking equipment.
6. Teacher & para wages & payroll taxes, transportation expenses, curriculum and instructional supplies for summer school classes.
7. Wages paid to employees while quarantined due to COVID or COVID exposure.
8. Professional development to address learning loss & adaptive learning.

All of these expenses directly impact our students’ safety and ability to learn both in the classroom as well as remotely.

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

We are engaged in ongoing reviews of student data. State assessment scores, Aimsweb data, ACT Suite of Assessments and other measures are used to determine effectiveness of current programs and to determine direction for future enhancements. We will continue to utilize formative and summative assessments to map growth in reading and math. We use the Multi-Tier Systems of Support Model to help meet learners’ needs. Aimsweb is used as a universal screener for students K-8. Monitoring reports show student progress towards goals and determine effectiveness of interventions. We are working with Kansas MTSS and have purchased Fastbridge to provide a more systematic approach for district formative and summative assessment, dyslexia screening and social emotional monitoring. Transitioning from Aim’s Web to "Fastbridge" K-12 will monitor progress K-8 through Aims to provide longitudinal data. 9-12 will be primarily handled through ACT and State Assessment data, and credit recovery.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

- Discrimination on the basis of 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)
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:

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 of the local educational agency.

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

Certification

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

Electronic Signature: Ronda L. Gumm
Date: 04/27/2021
Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>333-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>PPE for approximately 1100 students &amp; staff to reduce spread of COVID</td>
<td>$22,568</td>
<td>$22,568</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>67 E 2101-610-8000-000</td>
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</tr>
<tr>
<td>333-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Equipmen</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Thermal scanners &amp; thermometers, Plexiglass screens, sprayer, etc. for 1100 students &amp; staff to reduce spread of COVID.</td>
<td>$47,291</td>
<td>$47,291</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>67 E 2101-730-8000-000</td>
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<tr>
<td>333-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Textbooks</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>PurchaseK-12 curriculum with an on-line component for materials &amp; instruction for online learning</td>
<td>$126,637</td>
<td>$126,637</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>67 E 1000-644-8000-000</td>
<td></td>
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</tbody>
</table>

Reimbursement to start 2020-2021 (remote students were quarantined during 20-21). Applied Educational Systems’ Online Health Science Curriculum - online PE, IL, licenses ELA/MATH, approximately 1100 K-12; Lexia Reading Interventions/Online Based K-8 MTSS; Great Minds K-12 Math Curriculum with instruction, materials, and assessments; Delta FOSS science online 3rd-6th; Greenbox Learning K-8 Online/Web Based Math Intervention licenses; SeeSaw Learning online classroom management. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
<p>| 333-1-004-20210608 | Eligible | Direct Allocation | Instruction | Supplies-Technology Related | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Purchase Go Guardian Content Filtering at home for COVID online learning. | $7,035 | $7,035 | $- | $- | $- | 67 | Reimbursement to start 2020-2021 (remote/students were in quarantine during 20-21 school year). Used to protect students while online. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs. |
| 333-1-005-20210608 | Eligible | Direct Allocation | Instruction | General Supplies and Materials | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Purchase additional classroom supplies to allow for cleaning &amp; disinfecting between uses. | $295 | $295 | $- | $- | $- | 67 | Reimbursement |
| Direct Allocation | Instruction | Regular Salaries | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Pay wages for certified staff while they were quarantined due to COVID or COVID exposure. | $7,952 | $7,952 | $ - | $ - | $ - | $ - | 67 E 1000 110 8000 000 | Clear Touch allows for content to be shared through devices for those students who are quarantined or remote. Currently experiencing Lag time in sharing content to those students who may be remote and it needs to be addressed (phone call 5/18/21). Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs. |</p>
<table>
<thead>
<tr>
<th>Allocation Category</th>
<th>LEA Role</th>
<th>LEA Staff</th>
<th>Other activities &amp; wages</th>
<th>Other details</th>
</tr>
</thead>
<tbody>
<tr>
<td>333-1-009-20210608</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Regular Certified Salaries</td>
<td>Pay wages for school nurse staff while quarantined for COVID or COVID exposure.</td>
</tr>
<tr>
<td>333-1-010-20210608</td>
<td>Direct Allocation</td>
<td>Monitoring Services</td>
<td>Regular Non-Certified Salaries</td>
<td>Pay wages for transportation employees while they were quarantined due to COVID or COVID exposure.</td>
</tr>
<tr>
<td>333-1-011-20210608</td>
<td>Direct Allocation</td>
<td>Food Preparation and Dispensing Services</td>
<td>Regular Non-Certified Salaries</td>
<td>Pay wages for food service employees while they were quarantined due to COVID or COVID exposure.</td>
</tr>
<tr>
<td>333-1-012-20210608</td>
<td>Direct Allocation</td>
<td>Maintenance of Buildings</td>
<td>Regular Non-Certified Salaries</td>
<td>Pay wages for maintenance &amp; custodial staff while they were quarantined due to COVID or COVID exposure.</td>
</tr>
<tr>
<td>333-1-013-20210608</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>Regular Non-Certified Salaries</td>
<td>Pay wages for guidance secretary while she was quarantined due to COVID or COVID exposure.</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Cost 1</td>
<td>Cost 2</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>333-1-014-20210608</td>
<td>Pay wages for building secretaries while they were quarantined due to COVID or COVID exposure.</td>
<td>$ 319</td>
<td>$ 319</td>
<td></td>
</tr>
<tr>
<td>333-1-015-20210608</td>
<td>Pay certified wages for K-6 plus Jr/Sr High summer school for 7 certified teachers at $25.00/Hr + 1 program coordinator for 20 days of classes. Summer school is used to increase student achievement that lags due to COVID.</td>
<td>$ 22,250</td>
<td>$ 22,250</td>
<td></td>
</tr>
<tr>
<td>333-1-016-20210608</td>
<td>Pay classified wages for K-6 plus Jr/Sr High summer school for 6 paras + 1 para/sec at $20.00/Hr for 20 days of classes. Summer school is used to increase student achievement that lags due to COVID.</td>
<td>$ 14,000</td>
<td>$ 14,000</td>
<td></td>
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<tr>
<td>333-1-017-20210608</td>
<td>FICA/Medicare taxes on certified &amp; classified instructional staff for 20 days of Summer School</td>
<td>$ 2,773</td>
<td>$ 2,773</td>
<td></td>
</tr>
<tr>
<td>333-1-018-20210608</td>
<td>Basic supplies/curriculum and field trips/summer fun for 20 days of Summer School classes. Summer school is used to increase student achievement that lags due to COVID.</td>
<td>$ 3,500</td>
<td>$ 3,500</td>
<td></td>
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<tr>
<td>333-1-019-20210608</td>
<td>Transportation wages for 20 days of Summer school classes including any field trips</td>
<td>$ 1,200</td>
<td>$ 1,200</td>
<td></td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Student Transportation Services</td>
<td>FICA - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>FICA/medicare taxes on transportation wages for 20 days of Summer School</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>333-1-020-20210608</td>
<td>Direct Allocation</td>
<td></td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$ 92 $ 92 $ - $ - $ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Student Transportation Services</th>
<th>Other Sources of Student Transportation Services (Including mileage paid in Lieu of Transport)</th>
<th>Estimated mileage costs at $1.00/mile for 20 days of Summer School including field trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>333-1-021-20210608</td>
<td>Direct Allocation</td>
<td></td>
<td>$ 1,500 $ 1,500 $ - $ - $ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instructional Staff Training Services</th>
<th>Professional Employee Training and Development Services</th>
<th>Cost of speaker for Adaptive Schools professional development to address gaps in learning due to the pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>333-1-022-20210608</td>
<td>Direct Allocation</td>
<td></td>
<td>$ 3,200 $ 3,200 $ - $ - $ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Attendance and Social Work Services</th>
<th>Regular Certified Salaries</th>
<th>Pay for salary &amp; benefits to hire a social worker to provide mental health &amp; social support to our students who are struggling academically &amp; socially or who are feeling disengaged during this pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>333-1-023-20210608</td>
<td>Direct Allocation</td>
<td></td>
<td>$ 46,174 $ 46,174 $ - $ - $ -</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Technology -Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Teacher cameras so students can see teachers for online learning $10,050</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Technology -Related Hardware</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Network equipment $5,120.00</td>
</tr>
</tbody>
</table>

Reimbursement cameras for teachers for beginning of 20-21 school year since previous teacher laptops did not have cameras for remote instruction/instruction for students in quarantine (phone Call 5/18). Allowable to:
- a) reimburse the district for prior remote learning expenses
- b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or
- c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

*Reimbursement*
Outdoor access points for parking lots so students without internet could do work while in quarantine/remote (phone call 5/18). Allowable to:
- a) reimburse the district for prior remote learning expenses
- b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or
- c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
USD 333 is requesting ESSER II funding to acquire new Dell 5520 laptops for teachers. These laptops will support in-class learning as well as remote learning. With remote learning, teachers’ laptops are extremely vital in delivering the best environment at home and in the classroom. COVID has required our curriculum resources to be mostly digital/online. Due to this digital demand, laptops are struggling to maintain all of the necessary teacher resources. Instruction time can be hampered due to outdated devices causing disengagement with students. To alleviate this issue we are requesting 60 teacher laptops and docking stations. for a total of $71,182.

| Reimbursement for Laptops purchased and received in the 2020-2021 School Year. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs. |  |  |  |  |
### 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.

<table>
<thead>
<tr>
<th>Select an Applicant Type</th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applicant / Entity Name</strong></td>
<td>Unified School District No 353</td>
</tr>
<tr>
<td><strong>Applicant / Mailing Address</strong></td>
<td>221 S Washington Wellington KS 67152</td>
</tr>
<tr>
<td><strong>Applicant / First and Last Name of Owner, CEO, or Executive Director</strong></td>
<td>WENDY GOODRUM</td>
</tr>
<tr>
<td><strong>Applicant / Email Address of Owner, CEO, or Executive Director</strong></td>
<td><a href="mailto:wgoodrum@usd353.com">wgoodrum@usd353.com</a></td>
</tr>
<tr>
<td><strong>Applicant / Phone Number</strong></td>
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</tbody>
</table>

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

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

| **Applicant / Federal EIN (if applicable)** | 480722943 |
| **Applicant / Website Address (if applicable)** | www.usd353.com |

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### Application details
COVID-19 has impacted USD 353 in a variety of ways from lower test scores to quarantine periods affecting student/teacher interaction to financial impacts in meeting online learning needs as well as additional facility and health and sanitation practices. Many homes in our community do not have internet nor the financial means to purchase technology to bridge gaps in online learning. The district has provided additional support in this area. Cleaning and sanitation practices have increased. Many more resources have been purchased to support individualized equipment per student to assist with limiting sharing and distribution of germs.

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

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

We anticipate the remaining ESSER I funds to go directly toward summer school resources, salaries and additional school technology need
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


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

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

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

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

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

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

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

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

- Providing mental health services and supports.

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

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

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

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

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

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

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

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

ESSER II funding will be used to purchase supplemental curriculum as well as summer school and after school staff and programs to help students to make up any losses they have encountered. We are also purchasing furniture that allows our students to maintain social distancing as much as possible. Masks, cleansers and supplies needed to slow the spread of germs will also be purchased. Facility upgrades such as HVAC systems and air circulation will be implemented to ensure safety of students and staff. Additional MTSS support and curriculum is also needed and will be purchased. Technology such as Chromebooks, remote teaching supplies and internet access for students who do not have it will be purchased to support students while working from home as well as in the school building. Our teachers stream the remote students into their classrooms while they teach dually to both. This requires upgrades in sound quality, cameras to capture the interactive whiteboards, and the interactive whiteboards themselves. Paying teachers for professional development on new curriculum and social emotional strategies as well as technology integration strategies will support the needs of our teachers and para staff throughout the pandemic. Our special education staff will require the PD, technology tools and online curriculum tools to provide special education support in both remote and face to face situations. Upgrades in transportation are also needed to provide transportation during this time for those in need. STEM and PBL resources are also being implemented to support the needs of students and to help all students learn to think critically.

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

Currently, our Fastbridge scores are used to determine the academic needs of our students. We have seen a decline in scores from the Fall of 2019 to the present of approximately 12% districtwide. We will look at the scores to determine the impact of curriculum, professional development, and remote learning. We will use this to determine the success of our summer school program, after school program and MTSS. We will also use attendance data (absences due to illness) to determine the effectiveness of our safety precautions. It is hoped that our students will attend at a normal rate as opposed to the high number of absences during the pandemic.

Notes on ESSER II application Excel template:

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

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

Section I. General Grant Assurances for Federal Funds

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Wendy Goodrum

Date | 05/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
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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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<th>Notes</th>
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<td>353-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Personal Services - Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Salaries for 10 teachers extending through summer/ 10 Paras. The summer school program is planned to be an extension of the school year and getting students caught up/prepared for the next grade level.</td>
<td>$120,000</td>
<td>$ -</td>
<td>$120,000</td>
<td>$ -</td>
<td>$ -</td>
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<td>353-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11B. Planning and implementin g supplementa l after-school programs</td>
<td>Curriculum needs, games, general material needed to extend the school year...focusing on reading, math, technology and art.</td>
<td>$25,000</td>
<td>$ -</td>
<td>$25,000</td>
<td>$ -</td>
<td>$ -</td>
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<td>353-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Personal Services - Salaries</td>
<td>11A. Planning and implementin g summer learning or enrichment programs</td>
<td>3 Administrators to supervise, organize and plan summer school curriculum and activities focused on filling learning gaps caused by COVID over the last year. Our summer school program is open to all students in the USD 353 district.</td>
<td>$41,280</td>
<td>$ -</td>
<td>$41,280</td>
<td>$ -</td>
<td>$ -</td>
<td>62720</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Technical Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>System upgrades to facilitate continuation of remote/virtual learning opportunities going into the years post-covid, projectors, ipads, osmos, upgraded whiteboards.</td>
<td>$ 100,000</td>
<td>$ -</td>
<td>$ 100,000</td>
<td>$ -</td>
<td>$ -</td>
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Per email with district: STEM activities using ipads (for coding and Osmo software) and Osmos (giving students hands-on activities to do with technology to solve problems) provide students with opportunities to bridge the gap of learning loss through alternative avenues of learning that engage students. Projectors and whiteboards are used to stream for remote learning and face to face learning to present learning material for student understanding. Teachers have created flipcharts to use with their curriculum to present the material in a sequential and organized manner that help students connect learning. Hotspots have also been purchased for students that do not have internet at home. Whether remote or face to face, our students take chromebooks home for homework and learning. In our district, where over 60% of students are free and reduced, this is helpful to create an equal opportunity for learning. We are requesting additional funds to fill in areas that are not foreseen in the event of an emergency for the support of students.

IPads: 10K; Osmos: 1600; Projectors: 50K (31); Whiteboards: $19,500; Hot spots: 10K; Other: 9K...addition support to meet the building needs as they arrive.

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Computer-Assisted Instruction Services</th>
<th>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's secondary screens, camera systems for buildings and athletic facility streaming, Stem software, online learning, coding</th>
<th>secondary screens, camera systems for buildings and athletic facility streaming, Stem software, online learning, coding</th>
<th>$ 75,000</th>
<th>$ -</th>
<th>$ 75,000</th>
<th>$ -</th>
<th>$ -</th>
<th>62880</th>
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Per email with district: Athletic streaming will be used in the future at events when needed to limit in-person attendance is an ineligible item. The district would like to delete that from the applications. The amount will remain the same. Secondary ed screens will be used for streaming, google meets, zooms, etc. Facilitating learning and conferences that need to happen remotely. Through our exploration of distance learning, we've found an area that is difficult to accomplish is ensuring that students are using critical thinking skills in problem solving situations. STEM software and assignments give students opportunities to learn through hands on problem solving situations. Research has also shown that PBL and STEM help us to reach students that live in poverty. Wellington USD 353 has an approximate 60% free and reduced population. Update from district 05/27/21:Online learning curriculum, STEM software and virtual classroom set up will take on the bulk of this budget ($50K)...we are looking at filling gaps in our remote teaching needs, specifically science and technology at our high school. Large screens for conferencing/class usage will be at the secondary level...two screens for approximately $25K.

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
| 353-1-006-20210608 | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | PROPERTY | 13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs | All of our schools are in need of facility repairs, our focus will be on window replacement, nurse facility changes, students desks to increase social distancing. | $150,000 | $150,000 | $150,000 | $150,000 | 62888 | Per email from district: We have bid 4 district buildings all needing window replacement in excess of 500K...we plan on using a portion of this expense through ESSER II. Through this pandemic we have recognized that our facilities are not set-up well for distancing sick students from well students...we are looking at modifying our nurses areas in various buildings:$5,000. Windows: $75,000. (ventilation) Student Desks: $70,000 (Social Distancing...reorganizing our Middle School classrooms). |
| 353-1-007-20210608 | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | Repairs and Maintenance Services | 14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air | We are planning a review of all HVAC systems, filter changes, and upgrades related to air flow and circulation | $25,000 | $25,000 | $25,000 | $25,000 | 62890 | Allowable if CDC guidelines are met. |
| 353-1-008-20210608 | Eligible | Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | Cleaning Services | 7. Purchasing supplies to sanitize and clean LEA and school facilities | Continued purchases related to cleaning, sanitizing, and custodial services | $10,000 | $10,000 | $10,000 | $10,000 | 62900 |  |
| Eligible Direct Allocation | Central Services | Other Professional Services | 8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements | Administrative personnel to coordinate additional communication, ESSER reporting, assistance with planning general school needs and requirements for continued learning and integration of online learning and student/staff health going forward. | $25,000 | $- | $25,000 | $- | $- | 62458 |
Applicant details

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

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

Select an Applicant Type
Unified School District

Applicant / Entity Name
Paola School District

Applicant / Mailing Address
1115 East 303rd Street
Paola, KS 66071

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

Applicant / Email Address of Owner, CEO, or Executive Director
matt_meek@usd368.org

Applicant / Phone Number
913-294-8000

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

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

Applicant / Federal EIN (if applicable)
48-0720746

Applicant / Website Address (if applicable)
www.usd368.org

Fiscal Agent / Name (if applicable)
Jimmy Hay

Fiscal Agent / Email (if applicable)
jimmy_hay@usd368.org
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

In a normal year, approximately three students enroll in our virtual program. This year enrollment climbed to 75. Another 125 students enrolled in remote learning. District enrollment was down 151 students from last year. Some of the enrollment decline was expected, but not to this extreme. Many families chose to homeschool or seek outside virtual programs not offered by the district. Students enrolled in virtual/remote have struggled to stay engaged even with needed safety nets and structure to help them be successful. Many home-schooled students have returned academically behind their peers. Academic data shows that as a cohort, grades 1st-8th scored lower on the Measures of Academic Progress assessment in math during fall 2020 testing after being out of school during the spring of 2020. Students in grades 1st-5th decreased in the area of reading. Roughly a third of high school students were below grade level in the fall of 2020 in reading and math. For this academic year, 91 students and 51 staff have contracted the COVID-19 virus and hundreds of students had to quarantine for being close contacts resulting in large loss of academic time and instruction. Spring assessment data is being analyzed to determine what gains/losses have been made as a cohort and on an individual basis for proper placement in necessary
programs for the summer and fall of 2021. Social emotional data shows many students struggle with fear concerning contracting COVID, family members losing jobs, and having less socialization opportunities due to cohorting of students.

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

No

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

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

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

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

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

• To address learning loss due to the COVID-19 pandemic, the district proposes spending ESSER II funds for the following summer programs:
  o Approximately 125 elementary students will participate in a Jump Start program lasting two weeks in preparation of the 2021-2022 school year. These identified students continue to perform below their peers academically and/or socially.
  o Identified, elementary and middle school students will have the opportunity to participate in individual tutoring sessions to work on academic skills they continue to struggle with. Specific areas of need, as identified by the various assessments, will be addressed.
  o Expanded credit recovery program to address the increased number of students who have failed classes due to the pandemic.
• To address extra responsibilities required of licensed staff during the 2020-2021 school year.
  o Pay for working additional hours planning for optional remote learners and remote learners under quarantine and for enhanced disinfecting protocols in learning spaces required outside contract duty day.
• To address learning loss due to the COVID-19 pandemic, the district proposes spending ESSER II funds during the 2021-2022 school year:
  o Professional development to train staff in reading, student mental health, how to lead and teach during a pandemic.
  o Contract with the local mental health agency to provide mental health support for students during the school day.
  o Additional staff
    - English, elementary, instructional coach, intervention coordinator, organizational studies, at-risk math teachers to lower class sizes and provide interventions needed.
    - Additional health staff to care for and treat students who have contracted the COVID-19 virus and to oversee expanded health protocols in schools due to the pandemic.
• To address HVAC upgrades needed by replacing variable air volume boxes to better control outside clean air flow inside the buildings to control the COVID-19 virus.

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

The following measurements will be utilized to determine the impact of ESSER II funds on students:
• Formative and Summative Assessments
  o Measures of Academic Progress (MAP) Assessments
  o State Assessments
  o Panorama
  o Math & Reading Diagnostics
• Attendance Rates
• Graduation Rates
• Air quality within the buildings
Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

Certification

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

Electronic Signature | Matt Meek / Jimmy Hay
Date | 05/25/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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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<tr>
<td>368-1-001-20210608</td>
<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>Add additional days for paraprofessionals for professional development working with at-risk students in reading comprehension who are behind their peers.</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
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<td>COVID relation addressed in narrative</td>
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<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>Expand Title I program with additional half time Title teacher.</td>
<td>$46,283</td>
<td>$46,283</td>
<td>$46,283</td>
<td>$46,283</td>
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<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>Hire additional half time Instructional Coach to train and work along side teachers implementing evidence-based activities to and track effectiveness of MTSS strategies for struggling learners.</td>
<td>$37,867</td>
<td>$37,867</td>
<td>$37,867</td>
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<td>Support Services (Students)</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>Hire additional nursing staff to care for and track and treat students who may have symptoms or COVID and to act as a liaison with the local health department on proper quarantines of students and staff.</td>
<td>$69,901</td>
<td>$69,901</td>
<td>$69,901</td>
<td>$69,901</td>
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<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>Hire intervention coordinator to work closely with special education, title, mental health, and other local agencies to meet needs of students affected by being out-of-school due to the COVID pandemic.</td>
<td>$55,000</td>
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<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>Hire additional English teacher to lower class size for COVID related safety by increasing physical space in class and provide more individualize interaction for students with learning loss.</td>
<td>$50,827</td>
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<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>Hire organizational studies teacher to provide MTSS services for students who have fallen behind due to COVID pandemic and not being in school during school shut down and remote learning.</td>
<td>$51,554</td>
<td>$ -</td>
<td>$51,554</td>
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<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>Hire additional elementary teacher to lower class size for COVID related safety by increasing physical space in class and maintain cohorting of class.</td>
<td>$47,534</td>
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<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>Expand MTSS program with additional half time Math Interventionist teacher.</td>
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<td>$40,710</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Payments to staff for additional duties outside contract as a result of COVID-19 pandemic. These additional duties included, but not limited to: disinfecting classrooms, additional planning needed to meet needs of both in-person and remote students and the differentiation of lesson plans due to teaching both groups.</td>
<td>$162,297</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Non-Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Added staff to work with increased number of virtual students due to not wanting to attend in person classes because of COVID pandemic.</td>
<td>$28,000</td>
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<td>$ -</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Conduct summer school jump start program for elementary students who have suffered learning loss due to the COVID-19 pandemic. (15 teachers/120 students)</td>
<td>$20,000</td>
<td>$ -</td>
<td>$20,000</td>
<td>$ -</td>
<td>$ -</td>
<td>49250</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Conduct individual and small group tutoring for K-12 students who are behind on academic skills and credits as a result of learning loss due to the COVID-19 pandemic</td>
<td>$20,000</td>
<td>$ -</td>
<td>$20,000</td>
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<td>$ -</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Remote learning materials for students unable to attend in-person tutoring to bridge academic skills from spring 2021 to fall 2021.</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Conduct after school tutoring during the 2021-2022 school year to allow for further instruction of students who need the extra help and instruction not available during the school day as part of MTSS framework.</td>
<td>$ 5,000</td>
<td>$ -</td>
<td>$ 5,000</td>
<td>$ -</td>
<td>$ -</td>
<td>49250</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services by Outside Agency or Company</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Provide transportation to students enrolled in Jump Start and tutoring programs.</td>
<td>$ 20,000</td>
<td>$ -</td>
<td>$ 20,000</td>
<td>$ -</td>
<td>$ -</td>
<td>49350</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Contract with local mental health agency to provide counseling and mental health access to students during the school day.</td>
<td>$ 35,000</td>
<td>$ -</td>
<td>$ 35,000</td>
<td>$ -</td>
<td>$ -</td>
<td>49350</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>Provide three years of staff development for training all staff in the teaching of reading to address learning loss and to help students who are behind due to school shutdowns and remote learning.</td>
<td>$ 92,900</td>
<td>$ -</td>
<td>$ 92,900</td>
<td>$ -</td>
<td>$ -</td>
<td>49350</td>
<td></td>
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<td></td>
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<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Providing administrators with resources and professional development to lead during the pandemic and addressing learning loss.</td>
<td>$18,891</td>
<td>$-</td>
<td>$18,891</td>
<td>$-</td>
<td>$-</td>
<td>49350</td>
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<tr>
<td>368-1-020-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>10. Providing mental health services and supports</td>
<td>Contract to provide mental health access and supports for students virtually.</td>
<td>$2,100</td>
<td>$-</td>
<td>$2,100</td>
<td>$-</td>
<td>$-</td>
<td>49350</td>
<td></td>
</tr>
<tr>
<td>368-1-021-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities</td>
<td>Replace variable air volume boxes to better control clean air flow inside the buildings for better air quality and control the COVID-19 virus.</td>
<td>$291,225</td>
<td>$-</td>
<td>$291,225</td>
<td>$-</td>
<td>$-</td>
<td>49350</td>
<td></td>
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<tr>
<td>368-1-022-20210608</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>Purchase iPads for remote learning activities and to help properly distance students within the classroom</td>
<td>$19,627</td>
<td>$19,627</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>49300</td>
<td></td>
</tr>
</tbody>
</table>

COVID relation addressed in narrative

Allowable if CDC guidelines are met.

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction Purchased Professional &amp; Technical Services</th>
<th>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</th>
<th>Administration charge for administering COVID vaccine to staff.</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>49350</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation Instruction Miscellaneous Supplies</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Purchase supplies and disinfectant to properly sanitize to mitigate COVID exposure within the school buildings.</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>49300</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** | Pratt Schools
**Applicant / Mailing Address** | 401 S. Hamilton
**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Tony Helfrich
**Applicant / Email Address of Owner, CEO, or Executive Director** | tony.helfrich@usd382.com
**Applicant / Phone Number** | 620-672-4500

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

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We lost in-person instruction for all students for the entirety of the 4th quarter of the 2019-2020 school year and we saw steep academic performance declines on our AIMSWEB testing and other diagnostic tests for PreK - 12 students. Our more vulnerable, at-risk population overall showed a greater learning loss over what would’ve been normally expected. We have seen tremendous growth during the 2020-21 school year but still show more students in academic need on reading and math per our assessments than on a normal school year. We did stay in-person learning throughout the 2020-21 school year but experienced more student absenteeism with forced quarantines per health protocols. We did a virtual summer school in the summer of 2020 and it had some positive impact, but we had most students out of school from March 2019 until almost September 2019 and this longer-than-normal separation from the direct school building appeared to impact student study habits and motivation--we saw triple the numbers of students in academic warning for grades and requiring summer school for promotion. For this reason, we do feel we have increased needs in the area of social-emotional health.

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

No

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

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

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

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

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

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

Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial
position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.

Pratt will add an MTSS Coordinator position for the middle school to develop and implement a comprehensive remediation program for middle school students. This position will be funded for the 2021-22 and 2022-23 school years. This position will also provide social and emotional support as part of the objective of the position.

Pratt will increase Preschool learning opportunities to address the gaps from a loss in preschool education during the pandemic. We are increasing our offering from 4 days to 5 days/week and including a full-day option. We are hiring an additional position and offering the opportunity for a hot lunch for all preschool students. We will use ESSER II money to purchase equipment to achieve that objective.

We are purchasing cleaning equipment, which will allow for frequent cleaning of common areas and prevent disease spread. We are proposing to direct most of our additional dollars towards HVAC improvements for our preschool. This building currently utilizes window units and radiator heat, so it has little air turnover, which has been shown to provide significant mitigation for the spread of airborne diseases.

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

We will monitor our common assessments to assess growth for students participating in our learning programs. We use AIMSWEB for grades PreK - 4th. We utilize Istation and Mathia (Carnegie Math) for grades 5- 8. We use NoRedInk for assessing HS students.

We are monitoring absenteeism data to determine if we achieve increased student attendance.

We use the ASQ for tracking kindergarten readiness.

Notes on ESSER II application Excel template:

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

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

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

- Discrimination on the basis of 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 of the local educational agency.

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

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

Electronic Signature | Tony Helfrich
Log in to commonapp.grantplatform.com to see complete application Attachments.
<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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</thead>
<tbody>
<tr>
<td>382-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher/Admin/ salaries for Summer School: 10 teachers (52 hours/teacher @ $40/hr avg &amp; 1 administrative stipend. Future years include 3% increase on base.</td>
<td>$ 73,410</td>
<td>$ 23,660</td>
<td>$ 24,500</td>
<td>$ 25,250</td>
<td>$ -</td>
<td>75 E 1000 111 0100 000</td>
<td>Per narrative, Pratt Schools proposes that it will offer a substantial, in-person summer school (this will be a new program) for all students showing academic need in reading and writing on AIMSWEB assessments. This will be offered for the 2021, 2022, and 2023 summers. At the elementary level, it will include 2 certified teachers for each grade level, an administrator, and a secretarial position to staff the learning efforts. At the middle school level, we will also offer a substantial summer school program based on academic need determined by diagnostic assessments, but it will be staffed with 4 certified teachers. At the high school level, the efforts will center on credit recovery and will also be staffed with 4 certified teachers.</td>
</tr>
<tr>
<td>382-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ $40/hr avg cost. Future years include 3% increase on base.</td>
<td>$ 19,333</td>
<td>$ 6,240</td>
<td>$ 6,450</td>
<td>$ 6,643</td>
<td>$ -</td>
<td>75 E 1000 111 0400 000</td>
<td>See line 382-1-001-20210608 for description.</td>
</tr>
<tr>
<td>382-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Teacher Salaries for Summer School: 3 teachers (52 hrs/teacher @ $40/hr avg cost. Future years include 3% increase on base.</td>
<td>$ 19,333</td>
<td>$ 6,240</td>
<td>$ 6,450</td>
<td>$ 6,643</td>
<td>$ -</td>
<td>75 E 1000 111 0600 000</td>
<td>See line 382-1-001-20210608 for description.</td>
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</tbody>
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1. Planning and implementing summer learning or enrichment programs

<table>
<thead>
<tr>
<th>Regular Non-Certified Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
</tr>
</tbody>
</table>

| Social Worker para-professional, which will be a new position to help address the increased caseload. |

<table>
<thead>
<tr>
<th>Regular Non-Certified Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Providing mental health services and supports</td>
</tr>
</tbody>
</table>

**Secretary Salary for Summer School**

| $ | 2,100 |
| --- |

**Payroll Taxes - FICA**

| $ | 9,370 |
| --- |

**Payroll Taxes - Medicare**

| $ | 2,191 |
| --- |

**Salaries of bus drivers: 2 bus routes and 2 Suburban drivers (4 total)**

<p>| $ | 7,500 |
| --- |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible Direct Allocation</th>
<th>Vehicle Operation</th>
<th>FICA - Employer's Contribution</th>
<th>Payroll Taxes - FICA</th>
<th>Medicare - Employer's Contribution</th>
<th>Payroll Taxes - Medicare</th>
<th>Unemployment Compensation</th>
<th>Unemployment</th>
<th>Natural Gas (gas utility services e.g. heating)</th>
<th>Utilities - Gas</th>
<th>Utilities - Electricity; increased utility costs with increased building usage during hot summer month.</th>
<th>Teacher Salaries - MTSS Coordinator for LMS. This is a new position and is created to develop remediation program and oversee delivery for middle school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>382-1-009-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation</td>
<td>$465</td>
<td>$155</td>
<td>$155</td>
<td>$155</td>
<td>$-</td>
<td>$75 E 2710 221 0000 000</td>
<td>Per applicant, This is to cover increased gas costs for meal production--we are serving meals for summer school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>382-1-010-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>$108</td>
<td>$36</td>
<td>$36</td>
<td>$36</td>
<td>$-</td>
<td>$75 E 2710 222 0000 000</td>
<td>Per applicant, We believe that the additional costs with electricity will be approximately $10,000 over three years for the increase HVAC usage during the month of June for summer school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>382-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>$75</td>
<td>$25</td>
<td>$25</td>
<td>$25</td>
<td>$-</td>
<td>$75 E 2710 260 0000 000</td>
<td>Per applicant, We believe that the additional costs with electricity will be approximately $10,000 over three years for the increase HVAC usage during the month of June for summer school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>382-1-012-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenanc e of Plant Services (All except Transportat ion)</td>
<td>$450</td>
<td>$150</td>
<td>$150</td>
<td>$150</td>
<td>$-</td>
<td>$75 E 2600 621 0000 000</td>
<td>Per applicant, We believe that the additional costs with electricity will be approximately $10,000 over three years for the increase HVAC usage during the month of June for summer school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>382-1-013-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenanc e of Plant Services (All except Transportat ion)</td>
<td>$10,000</td>
<td>$3,000</td>
<td>$3,500</td>
<td>$3,500</td>
<td>$-</td>
<td>$75 E 2600 622 0000 000</td>
<td>Per applicant, We believe that the additional costs with electricity will be approximately $10,000 over three years for the increase HVAC usage during the month of June for summer school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>382-1-014-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Full-Time Certified Salaries</td>
<td>$128,000</td>
<td>$-</td>
<td>$63,000</td>
<td>$65,000</td>
<td>$-</td>
<td>$75 E 1000 111 0400 000</td>
<td>Per applicant, We believe that the additional costs with electricity will be approximately $10,000 over three years for the increase HVAC usage during the month of June for summer school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>Health Benefit - for MTSS Coordinator position</td>
<td>FICA - Employer's Contribution</td>
<td>Medicare - Employer's Contribution</td>
<td>Unemployment Compensation</td>
<td>Full-Time Certified Salaries</td>
<td>PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.</td>
<td></td>
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<tr>
<td>382-1-015-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Health Benefit - for MTSS Coordinator position</td>
<td>$ 14,500</td>
<td>$ -</td>
<td>$ 7,000</td>
<td>$ 7,500</td>
<td>$ -</td>
<td>75 E 1000 210 0000 000</td>
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<tr>
<td>382-1-016-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>For MTSS Coordinator position</td>
<td>$ 7,936</td>
<td>$ -</td>
<td>$ 3,906</td>
<td>$ 4,030</td>
<td>$ -</td>
<td>75 E 1000 221 0000 000</td>
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<tr>
<td>382-1-017-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>For MTSS Coordinator position</td>
<td>$ 1,857</td>
<td>$ -</td>
<td>$ 914</td>
<td>$ 943</td>
<td>$ -</td>
<td>75 E 1000 222 0000 000</td>
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<tr>
<td>382-1-018-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>For MTSS Coordinator position</td>
<td>$ 70</td>
<td>$ -</td>
<td>$ 35</td>
<td>$ 35</td>
<td>$ -</td>
<td>75 E 1000 260 0000 000</td>
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<tr>
<td>382-1-019-20210608</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>PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.</td>
<td>$ 57,000</td>
<td>$ -</td>
<td>$ 28,000</td>
<td>$ 29,000</td>
<td>$ -</td>
<td>75 E 1000 111 0100 000</td>
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<tr>
<td>382-1-020-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.</td>
<td>$ 14,000</td>
<td>$ -</td>
<td>$ 7,000</td>
<td>$ 7,000</td>
<td>$ -</td>
<td>75 E 1000 210 0000 0000</td>
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<tr>
<td>382-1-021-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>FICA - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.</td>
<td>$ 3,534</td>
<td>$ -</td>
<td>$ 1,736</td>
<td>$ 1,798</td>
<td>$ -</td>
<td>75 E 1000 221 0000 0000</td>
</tr>
<tr>
<td>382-1-022-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.</td>
<td>$ 808</td>
<td>$ -</td>
<td>$ 406</td>
<td>$ 402</td>
<td>$ -</td>
<td>75 E 1000 222 0000 0000</td>
</tr>
<tr>
<td>382-1-023-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>PreK Supplemental: expanding 4 year old Preschool to include a full-day option @ 5 days/week for the purpose of addressing mental health needs and academic needs to remediate learning loss. Adding .5 FTE PreK teacher.</td>
<td>$ 500</td>
<td>$ -</td>
<td>$ 250</td>
<td>$ 250</td>
<td>$ -</td>
<td>75 E 1000 260 0000 0000</td>
</tr>
<tr>
<td>Code</td>
<td>Eligibility</td>
<td>Direct Allocation</td>
<td>Instruction Supplies-Technology Related</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Zoom Pro Renewal: allowing access to online meetings.</td>
<td>Cafeteria Tables. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.</td>
<td>Allowable to</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
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</tr>
<tr>
<td>382-1-024-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies-Technology Related</td>
<td>Chromebooks/laptops. We added 1-1 chromebooks for 5th and 6th grades for the purpose of addressing technology needs for all students, especially our vulnerable students.</td>
<td>$58,764</td>
<td>$58,764</td>
<td>$ 75 E 1000 650 0200 000</td>
<td>Reimburse the district for prior remote learning expenses, incur new expenses related to actual current/perpetual remote learning circumstances, and/or to budget for potential future remote learning expenses. Expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>382-1-025-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies-Technology Related</td>
<td>Zoom Pro Renewal: allowing access to online meetings.</td>
<td>$163</td>
<td>$163</td>
<td>$ 75 E 1000 650 0200 000</td>
<td>Reimburse the district for prior remote learning expenses, incur new expenses related to actual current/perpetual remote learning circumstances, and/or to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>382-1-026-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Cafeteria Tables. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.</td>
<td>$8,546</td>
<td>$8,546</td>
<td>$ 75 E 2600 730 0000 000</td>
<td>Reimburse the district for prior remote learning expenses, incur new expenses related to actual current/perpetual remote learning circumstances, and/or to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Equipment</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>Lunch serving carts. We are increasing access to lunch for Preschool students and including a full day option. This will increase our capacity for serving lunch.</td>
<td>$8,066</td>
<td>$8,066</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>75 E 2600 700 0000 000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Equipment</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease</td>
<td>Purchase of 3 new floor scrubbers to increase efficiency and increase number of cleanings by custodial staff for preschool, middle school, and high school buildings.</td>
<td>$21,442</td>
<td>$21,442</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>75 E 2600 730 0000 000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Repair of Buildings</td>
<td>Towards the completion of an HVAC renovation for our preschool, which has radiator heat and window air conditioner units for the purpose of increasing the air turnover rate and reducing the spread of infectious disease.</td>
<td>$227,555</td>
<td>$ -</td>
<td>$227,555</td>
<td>$ -</td>
<td>75 E 2600 460 0202</td>
<td>Allowable if CDC guidelines are met.</td>
<td></td>
<td></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 | Madison- Virgil

Applicant / Mailing Address

Po Box 398
Madison, Ks 66860

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

Applicant / Email Address of Owner, CEO, or Executive Director | smoeckel@usd386.net

Applicant / Phone Number | 7857354481

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

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

Application details

Full District Name | Madison-Virgil

District Number | 386
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have had a learning loss in our students that needed the most help initially. Meeting their needs both academically as well as social/emotionally will take new addition programs and ideas to help recover and make achievements as like age peers.

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

No

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We are hosting an engaging and exciting learning opportunity for students PreK-8 grade to address both the loss of learning due to the pandemic as well as helping students get head start on grade level and learning level needs for the upcoming school year.

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

We will survey and evaluate families' input after our program. We will also allow student data for growth in areas for lower performing in.

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

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

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

Please download and complete the ESSER II application template [here](https://example.com) 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 of the local educational agency.

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

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

Certification

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

Electronic Signature  │  Stuart Moeckel
Date  │  05/21/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>386-1-001-20210608</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>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</td>
<td>$30,000</td>
<td>$30,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>09-2600-412</td>
<td>Per applicant, We will have student assigned to learning teams with 5 teachers based on ability level and following the blended learning model detailed in Navigating Change grade bands. Our goal is 90% of our MES student body participating which would be around 85 students. We will also have 3 support staff or Aides to help with supervision, and learning. We will be starting June 1st - Monday - Thursday with educational field trips on Fridays. We would like ot complete the program at the end of June.</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 393 Solomon
Applicant / Mailing Address
313 E. 7th
Solomon, KS 67480
Applicant / First and Last Name of Owner, CEO, or Executive Director | Justin Coup, Supt
Applicant / Email Address of Owner, CEO, or Executive Director | jcoup@usd393.net
Applicant / Phone Number | 785-655-2541

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

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

Application details

Full District Name | Solomon
District Number | 393
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have used FASTBRIDGE to collect data from the beginning of the year until next week (May) to track our progress. During this time we noticed a lower start for all areas, but math continues to lag behind. However, the biggest and hardest loss to handle is reviewing the SABRES data. 20% of our staff felt our students were at risk in October, however, our students who were dealing with so much viewed themselves with 40% in the at-risk category. Because of this data finding ways to meet with small groups during a pandemic has been a struggle. Finding tools to meet the various needs: social, emotional, financially, academically, family needs, housing needs...the needs went on and on. Free/Reduced apps declined this year; however, not because of wealth increases but due to lack of forms collected. We are over 60% F/R, so the major losses this year included the fear of the most basic needs from 60% of our students: food, shelter, clothing. The school was the one common and normal place students had their lives. However, the ability to learn due to increased anxiety issues was alarming and the data proves this. We are now seeing 28 students in our mental health program with 6 others in the SIT process waiting for possible services. The need is high for regulation. Our plan will include: full-time subs to help with continual PD for our staff, additional counselor, technology improvements for services at home, as well as many others.

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

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


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

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

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

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
We are utilizing the plan to hire 6 FTE certified teachers and 6 paras. We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified).

The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis.

The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure.

Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.

This is just the first step in many changes to our application.

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

We will continue to progress monitor and utilize FASTBRIDGE data to compare not only the impact as a whole, but individually with students. We are also using FRECKLE math to help target skills flagged in our FAST data. SEL is a top priority as well as implementing professional development to help our teachers become confident in dealing with behavior issues within the classroom. SABRES data will be utilized to compare the impact from a students perspective as well from the teachers.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

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

- Discrimination on the basis of 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.

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

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

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

CONTINUED PAYMENT TO EMPLOYEES

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
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<tr>
<td>393-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Temporary Certified Substitutes’ Salaries for Certified Staff</td>
<td>5. Procedures and systems to improve LEA preparedness and response efforts</td>
<td>We will use substitutes to help in covering class while we complete individualized PD as well as when staff members come down with Covid since not every staff member was vaccinated or if they are placed on quarantine. This will cover around 1.5 staff subs at $125 per day</td>
<td>$31,250</td>
<td>$31,250</td>
<td>$31,250</td>
<td>$31,250</td>
<td>58-1000-115-2</td>
<td>Per narrative, The third area to address at the moment is training for teachers in behavior, how to utilize data, and how to individualize/band classes. We have found the best money spent during the pandemic was on QUALITY professional development for our staff. As we dig into the data, we need to teach our staff how this will impact lesson planning and class structure. Finally, we will be using substitutes to help meet our professional development needs. Instead of a one-day sit-n-get, we want to use a more individual approach. Hiring a full-time sub will help us to best utilize time and space.</td>
<td></td>
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<tr>
<td>393-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Staff Travel</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Professional development to address the high increase in behaviors and emotional students due to increased anxiety from COVID and the break from routine at home and school.</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>58-1000-580-2</td>
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### 393-1-003-20210608

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<tr>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Supplies Technology Related</th>
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</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>9.</td>
<td>As we have shifted to various learning modes during the pandemic we need to address the increased technology utilized in the classroom. This will upgrade our projectors and TVs to have the latest smart technologies since we went 1:1 with all students last Spring. As well we will upgrade our document cameras.</td>
</tr>
</tbody>
</table>

| | $15,000 | $15,000 |
| | 58-1000-650-2 |

### Per narrative, The second area we will be utilizing is an upgrade to technology to help meet the needs of our students and teachers. We will be purchasing 23 document cameras to utilize for students at home/quarantine, upgrade to interactive projectors (5 units), TVs for our Google Chromecast and for our high school (5 units). This will help as we transition to meet the technology needs and classroom effective strategies as we have changed how the school looks on a daily basis.

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

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### 393-1-004-20210608

<table>
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<tr>
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<th>Regular Certified Salaries</th>
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<tr>
<td>Eligible</td>
<td>11A.</td>
<td>We will hire 8 full time teachers and 7 paras and a bus driver to implement Camp Gorilla to address the learning loss and SEL loss during the pandemic. We will have two three week sessions, one in June one in July. It will run from 8am-2pm with transportation made available. Class will be Tue-Thurs. We are going to cap at 130 due the staff coverage. We currently have 88 students with still three weeks of targeted invitations left. There is a NEED!</td>
</tr>
</tbody>
</table>

| | $41,720 | $41,720 |
| | 58-1000-110-2 |

### Per narrative, We have our Camp Gorilla enrollment open and have over 100 students attending 3 days a week all day long for 6 weeks during the summer. We will meet on Tues, Wed, Thur for the first three weeks of June followed by the first three full weeks in July. This will allow students to have a break yet hopefully not have the summer slide along with the loss from the pandemic. We will group them by grade bands with 25-30 in a classroom/learning area with three staff members (2 cert 1 classified).
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Miscellaneous Supplies</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Expenditures for supplies for implementation of summer camp/school.</th>
<th>$ 5,000</th>
<th>$ -</th>
<th>$ 5,000</th>
<th>$ -</th>
<th>58-1000-680-2</th>
</tr>
</thead>
</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  |  Paradise USD 399

Applicant / Mailing Address

|  PO Box 100

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Larry D. Geist

Applicant / Email Address of Owner, CEO, or Executive Director  |  Igeist@natoma-usd399.net

Applicant / Phone Number  |  7858854843

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

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

Application details

Full District Name  |  Paradise

District Number  |  399

Mailing Address | Street Address  |  PO Box 100 710 5th Street
USD 399 felt the impact of COVID-19 before our school year started when one of our teachers was diagnosed with COVID and had attended a district in-service. Consequently, 17 of the 25 participants in the in-service were quarantined because of contact tracing. We had to push our start date back two weeks to accommodate the quarantine process. While our teachers have done a remarkable job moving our students forward this year, we have noticed a vast difference in our MTSS groupings. The difference between students in Tier III groups has widened and has made it harder to give the students the individualized attention they deserve. We have also found ourselves in a situation that may cause us to combine classes at the elementary. We had a teacher resign late in the summer last year when we announced we would begin the year with face-to-face instruction. We had to move our 6th-grade teacher to cover the opening and teachers at the 6-12 building took over the core 6th-grade classes. With our declining enrollment numbers the last two years, hiring an additional part-time teacher is not feasible, given the budget outlook for next year. Without ESSER II funds, our only option would be to combine classes for the 5th & 6th-grades. This would create a combined classroom of 20 students. Currently, 63% of our students are economically disadvantaged. Coupled with 25% of our students being served by Special Education, putting us nearly 10% above the state average.

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

Yes

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

We will use the remaining funds in our ESSER I fund to purchase cleaning and sanitizing supplies for the upcoming year. We will also use a portion of the remaining funds to purchase technology that will enable our teachers to do a better job teaching remotely, should the situation change from our present face-to-face model.

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

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

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

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

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

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

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

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

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

• Providing mental health services and supports.

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

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

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

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

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

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

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

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)
Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our plan calls for the hiring of a part-time teacher to teach 6th-grade core subjects. The other subjects not covered by this teacher will be electives that will be covered by teachers already in place. When we had to move the 6th-grade teacher at the beginning of last year, teachers at the 6-12 building stepped up and took over core classes. While they have done a great job in these classes, having them teach the core classes reduced the number of electives available for our students in other classes. Our plan also calls for adding an additional at-risk para in our elementary school to help decrease the number of students in our Tier III groups and enable students to gain more individualized instruction.

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

We will determine the impact of ESSER II funds by increases in test scores at the elementary level due to more individualized instruction for students in Tier III groups.

Notes on ESSER II application Excel template:

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

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

![310_Paradise_ESSERII Plan...](12 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
  Assistance Act (42 U.S.C. 11431 et seq.).
• Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial
  public health departments, and other relevant agencies, to improve coordinated responses among such entities to
  prevent, prepare for, and respond to coronavirus.
• Providing principals and others school leaders with the resources necessary to address the needs of their individual
  schools.
• Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial
  and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service
  delivery will meet the needs of each population.
• Developing and implementing procedures and systems to improve the preparedness and response efforts of local
  educational agencies.
• Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of
  infectious diseases.
• Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such
  agency.
• Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to
  provide technology for online learning to all students, how to provide guidance for carrying out requirements under the
Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

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

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

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

Certification

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

Electronic Signature

Larry D. Geist

Date

05/05/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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 ($)</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Adding a part-time teacher so we do not have to combine 5th &amp; 6th Grade Classes to create social distancing</td>
<td>$ 24,443</td>
<td>$ -</td>
<td>$ 24,443</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-110</td>
<td>To keep class sizes small and in cohorts (6 grade currently crosses between elementary and junior since they have no core content teacher)- phone call 5/26/21</td>
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<td>399-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</td>
<td>Health insurance for the part time teacher so we do not have to combine 5 &amp; 6 grade classes and to create social distancing.</td>
<td>$ 5,990</td>
<td>$ -</td>
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<td>$ -</td>
<td>$ -</td>
<td>07-1000-210</td>
<td>Health Insurance for part time teacher</td>
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<tr>
<td>399-1-003-20210608</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>Social Security for part time teacher so we do not have to combine 5 &amp; 6 grade classes to create social distancing</td>
<td>$ 1,894</td>
<td>$ -</td>
<td>$ 1,894</td>
<td>$ -</td>
<td>$ -</td>
<td>07-1000-220</td>
<td>Social Security for part time teacher</td>
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<td>399-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Adding an additional At-Risk Para to increase the amount of individualized instruction in Tier II &amp; III at the elementary level to address learning loss caused by COVID .</td>
<td>$ 10,602</td>
<td>$ -</td>
<td>$ 10,602</td>
<td>$ -</td>
<td>$ -</td>
<td>13-2100-120</td>
<td>Para to support interventions, will impact 50 students in grade K-5- phone call 5/26/21</td>
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<td>Project Code</td>
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<td>Support Services (Students)</td>
<td>Employee Benefits</td>
<td>Description</td>
<td>Amount</td>
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<td>$2</td>
<td>$3</td>
<td>$4</td>
<td>$5</td>
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<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Employee Benefits</td>
<td>12. Addressing learning loss among students, including vulnerable populations Social Security for At-Risk Para</td>
<td>$765</td>
<td>$-</td>
<td>$765</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>07-1000-220 Social Security for At Risk Para- K-5- phone call 5/26/21</td>
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<td>399-1-006-20210608</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 Add new technology that will make it easier for our teachers to do remote learning.</td>
<td>$15,793</td>
<td>$-</td>
<td>$15,793</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>16-1000-700 5 Promethean boards (3 elementary and 2 at Jr/Sr High) to allow for students who are quarantined due to exposure to interact in real time with their peers and teachers- phone call 5/26/21; Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</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.

<table>
<thead>
<tr>
<th>Select an Applicant Type</th>
<th>Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant / Entity Name</td>
<td>USD 402 Augusta</td>
</tr>
<tr>
<td>Applicant / Mailing Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2345 Greyhound Dr.</td>
</tr>
<tr>
<td>Applicant / First and Last Name of Owner, CEO, or Executive Director</td>
<td>Annette B Powers</td>
</tr>
<tr>
<td>Applicant / Email Address of Owner, CEO, or Executive Director</td>
<td><a href="mailto:apowers@usd402.com">apowers@usd402.com</a></td>
</tr>
<tr>
<td>Applicant / Phone Number</td>
<td>3167755484</td>
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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.)

<table>
<thead>
<tr>
<th>Applicant / Federal EIN (if applicable)</th>
<th>480722703</th>
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<tbody>
<tr>
<td>Applicant / Website Address (if applicable)</td>
<td>usd402.com</td>
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Application details
<table>
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<tr>
<th>Full District Name</th>
<th>Augusta Public Schools</th>
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</thead>
<tbody>
<tr>
<td>District Number</td>
<td>402</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>Street Address</td>
</tr>
<tr>
<td>Mailing Address</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>
<tr>
<td>Would you like to additional district representatives to the application?</td>
<td></td>
</tr>
<tr>
<td>Other District Representative 1</td>
<td>Email Address</td>
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<tr>
<td>Other District Representative 2</td>
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</tbody>
</table>

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

As a district, Augusta schools were 36% free and reduced in 2019-20. When free lunches were approved by the USDA our parents largely stopped filling out free/reduced from, this caused our free/reduced numbers to drop to 31% for 2020-21. The 2019-20 numbers are likely more representative of our current state. Hardships such as, unreliable internet, lack of parent availability during quarantines paired with the traditional educational hurdles this subgroup experiences have compounded challenges as this population has worked through the pandemic.

Student/staff quarantines made it difficult to provide continuity of learning. High school students alone have over 400 failing grades- largely due to being in and out of the classroom or having teachers/paras in and out due to quarantine. Middle school has over 234 failing grades in 2020-21. In addition, teachers were not able to teach in the most effective ways do to social distancing. Students lost out on experiences & staff lost out on PD opportunities.

Our staff have been asked to do more this year than ever before, they have been on the frontlines of the pandemic, placing them at significantly greater risk of contracting the virus and transmitting to loved ones. In USD 402's school district alone, we have had over 110 known positive cases and 623 individuals determined to be close contacts. As essential workers, it has put our students and staff at greater risk. USD 402 has been in an in-person learning model all but one week of this school year.

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

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

USD 402 has approximately $20,000, which will be used for summer programs at all grade levels in June of 2021. Summer programs are being designed to target learning loss at all grade levels. Elementary will focus primarily on reading and math, middle school will primarily focus on math, and high school will focus on the ballooning number of recovery needs, largely created by the virus and the large number of quarantines throughout the course of the school year.

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

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

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

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

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

USD 402 plans to take a balanced approach in our continued response to the pandemic. The district’s ESSER II request is focused on the following areas: Student interventions, Tech/software/connectivity, professional learning, hazard pay/continuity of staff/services, mental health services, nurse services, and PPE.

Our district needs to recalibrate and focus on how to continue to respond to the pandemic this August in order to close the learning gaps created by the pandemic. We also need to recognize the extraordinary efforts of our staff over the course of the last school year.

All of the requests on this application are focused on students and staff, whether related to safety (PPE), student learning, professional development, hazard pay, or services in the area of mental health and physical health, all are deeply connected to COVID and the 15 authorized uses of these federal funds.

The district plans to offer summer programs at all levels. Elementary will focus on reading and math, middle school will focus on math, and the high school will focus on credit recovery. Teacher and student quarantines clearly impacted instruction. This is evidenced by the data provided; In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42%. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8. In the 19-20 school year, Augusta Middle School had 197 failing grades total as compared to 234 thus far in the 2020-2022 school year. Augusta High School had 249 total F’s in 2019-20.

Based on the 15 authorized use categories and the intent from the federal government, USD 402 strongly believes that the items in this request directly align with the intent from the federal government.

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

The district will continue to monitor student grades, graduation rates, students and staff absences, assessment data trends, social emotional data, college readiness, MTSS progressions from tier 3, 2, and 1, quarantine numbers, class sizes, instructional software data, staff retention in the district.

Notes on ESSER II application Excel template:

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

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

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

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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.

(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.  
$200.40S 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 of the local educational agency.

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

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

Certification

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

Electronic Signature | Matt Ward
Date | 04/28/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Object Name</th>
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<td>Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5.</td>
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<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>AMS MTSS Specialist (ESSER23 Position) - Augusta middle school plans to add an MTSS specialist to establish, monitor, and support students in the areas of reading and math intervention in response to COVID. This interventionist will be a huge support for students and will be able to identify learning gaps based on data and progress monitoring. Having this position added will provide a consistent and targeted MTSS model which will support teachers and learners as they respond to the considerable learning loss caused by the pandemic.</td>
<td>Support Data/Evidence: Support Data/Evidence: In grades 6-8, 42% are not proficient in reading. In math 43% of 6-8 graders are not proficient.</td>
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<td>Regular Non-Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Intervention Para (x4) - Early literacy (K-3) has been hit hard by the pandemic and schools need to provide extra 1-1 supports to build reading skills for students. Doing so now, and intervening early, will reduce the amount of remedial instruction that will need to take place for years to come. Adding a paraprofessional per elementary will provide teachers with the flexibility to provide more targeted 1-1 instruction in order to reduce learning loss caused by the pandemic.</td>
<td>Support Data/Evidence: Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, and 38% in grades 3-5 are not meeting grade level benchmark.</td>
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<td>402-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Instruction Regular Certified Salaries</td>
<td>Retain teacher - Robinson elementary has a low enrollment group that is being moved to one section for budget reasons. This will result in increased numbers in our other early elementary classes as we respond to the need that the pandemic has created. Inflated student numbers, especially in early elementary, is the opposite of what those students need as we respond to the pandemic. Using ESSER funds to keep a two section grade level will reduce numbers in the grade district wide, allowing for more 1-1 instruction from the teachers. Not allowing class sizes to inflate post pandemic and providing a better student to teacher ratio is a great way to reduce learning loss post pandemic.</td>
<td>$40,300</td>
<td>-</td>
<td>52</td>
<td>Hiring/Retaining current number of K-5 teachers to keep class sizes small and to allow for social distancing.</td>
<td></td>
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</tr>
<tr>
<td>402-1-012-20210608</td>
<td>Eligible</td>
<td>Direct Instruction Group Insurance</td>
<td>Health - Retaining Teacher</td>
<td>$5,488</td>
<td>-</td>
<td>52</td>
<td>Hiring K-5 teacher Health Insurance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Code</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensaton</td>
<td>Unemployment - Retaining Teacher</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>52 E 1000 250 0052 326</td>
<td>Hiring K-5 teacher unemployment</td>
<td></td>
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<tr>
<td>402-1-014-20210608</td>
<td></td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensaton</td>
<td>Unemployment - Retaining Teacher</td>
<td>$ 40</td>
<td>-</td>
<td>$ 40</td>
<td>-</td>
<td>-</td>
<td>52 E 1000 250 0052 326</td>
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<td></td>
</tr>
<tr>
<td>402-1-015-20210608</td>
<td></td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Worker's Compensaton</td>
<td>Work Comp - Retaining Teacher</td>
<td>$ 89</td>
<td>-</td>
<td>$ 89</td>
<td>-</td>
<td>-</td>
<td>52 E 1000 260 0052 326</td>
<td>Hiring K-5 teacher Workers Comp</td>
<td></td>
</tr>
<tr>
<td>402-1-016-20210608</td>
<td></td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>Edgenuity - Like many schools, USD 402 has had a very large number of students with failing grades due to the pandemic. Quarantines, remote/hybrid learning, and changes to the instructional model had a negative impact on learning. In order to ensure that high school students graduate on time (very important), USD 402 has invested in Edgenuity software. Edgenuity will allow students to make up credits while also allowing remote learning and access to curriculum. This program will allow a large number of students the opportunity to bounce back from the pandemic, decrease learning loss, and improve graduation percentages. With 400 failing grades at the high school, summer school will not be enough to address the large number of courses that need to be made up. Students need this option to graduate on time and not have the pandemic impact their lives going forward.</td>
<td>$ 16,250</td>
<td>-</td>
<td>$ 16,250</td>
<td>-</td>
<td>-</td>
<td>52 E 1000 610 0052 326</td>
<td>Credit Recovery program for H.S. students to make up lost credits due to Covid. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
<td></td>
</tr>
</tbody>
</table>

1. Other activities necessary to maintain LEA operations and services and employ existing LEA staff
2. Hiring K-5 teacher

16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff

Unemployment - Retaining Teacher

Work Comp - Retaining Teacher

Credit Recovery program

Edgenuity - Like many schools, USD 402 has had a very large number of students with failing grades due to the pandemic. Quarantines, remote/hybrid learning, and changes to the instructional model had a negative impact on learning. In order to ensure that high school students graduate on time (very important), USD 402 has invested in Edgenuity software. Edgenuity will allow students to make up credits while also allowing remote learning and access to curriculum. This program will allow a large number of students the opportunity to bounce back from the pandemic, decrease learning loss, and improve graduation percentages. With 400 failing grades at the high school, summer school will not be enough to address the large number of courses that need to be made up. Students need this option to graduate on time and not have the pandemic impact their lives going forward.
<p>| 402-1-017-20210608 | Eligible Direct Allocation | Instruction General Supplies and Materials | 12. Addressing learning loss among students, including vulnerable populations | Istation - USD 402 would like to place a greater focus on intervention in both reading and math at the middle school and the four elementary schools in response to the pandemic. Istation provides valuable curriculum, interventions, and supports for students to reduce learning loss caused by COVID in 2021-22. These materials can also be delivered remotely if needed. - Supporting Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8. | $15,020 | $- | $15,020 | $- | $- | 52 E 1000 610 0052 326 | To address learning loss caused by COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning. |
| 402-1-018-20210608 | Eligible Direct Allocation | Instruction General Supplies and Materials | 12. Addressing learning loss among students, including vulnerable populations | Newsle - The MTSS process is important in any academic year, however, it is clear that MTSS has never been more important when responding to COVID and the learning loss it has created. As a part of the MTSS process in Augusta the district would like to utilize Newsle, a digital reading software which provides lexile reading level scores and the program also auto assigns appropriate reading levels to student users. | $28,127 | $- | $28,127 | $- | $- | 52 E 1000 610 0052 326 | To address learning loss caused by COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning. |</p>
<table>
<thead>
<tr>
<th>Grant Code</th>
<th>Eligible Direct Allocation</th>
<th>Instruction Category</th>
<th>General Supplies and Materials</th>
<th>Project Description</th>
<th>Cost</th>
<th>Match</th>
<th>Total</th>
<th>Allowable for</th>
<th>Remarks</th>
</tr>
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<tbody>
<tr>
<td>402-1-019-20210608</td>
<td>Eligible</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>SeeSaw - Elementary learning management system which allows for teachers to communicate with parents to a greater extent and provide uninterrupted instruction and support to students. As we start to gain a better idea of where students are educationally post pandemic, effective parent communication and student access to instructional materials will be more important than ever. SeeSaw also bridges the gap instructionally for students when on quarantine.</td>
<td>$3,025</td>
<td>$-</td>
<td>$3,025</td>
<td>$-</td>
</tr>
<tr>
<td>402-1-020-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>Fastbridge Assessments - Adding an MTSS assessment screener &amp; supports resources to Augusta High School which will be used to identify and support student's educational needs caused by the pandemic while also reducing learning loss.</td>
<td>$5,264</td>
<td>$-</td>
<td>$5,264</td>
<td>$-</td>
</tr>
<tr>
<td>402-1-021-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Technology - Related Hardware</td>
<td>Hot Spots - As a newly 1-1 school district (due to pandemic), certainly families are facing connectivity issues. While we hope to have less need in 2021-22 than was the case in 2020-21, access to hotspots may be the only way to keep certain students engaged in learning.</td>
<td>$10,000</td>
<td>$-</td>
<td>$10,000</td>
<td>$-</td>
</tr>
</tbody>
</table>
### Technology-Related Hardware

**9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students**

- 500 Chromebooks - When the pandemic hit, districts scrambled to provide devices to students. USD 402 certainly did. Last year our district was able to scrounge up every device that powered on in our entire district. Overnight, we went from a district that had 1-1 devices at the high school level only to having 1-1 devices K-12th grade. The district attempted to buy more devices with CARES funds, but the devices have been back-ordered for months and we could not obtain all the devices that the district needed. With so many failing devices, it is important to have equity of access to quality devices across the district. Our plan is to put a fully capable and functional device into all of our student's hands for the 2021-22 school year. These devices will be used to access a growing number of digital curriculums and will be available for students to take home in the case of continued quarantines. By putting a single assigned device into each student's hands we are reducing “touchpoints” and therefore continuing to reduce the spread of the virus. Not having to disinfect shared devices after each use will allow us to maximize instructional time- reducing learning loss. By replacing our failing devices, our district will be able to reduce learning loss and provide equity of access to digital devices and curriculum across the district. Authorized uses category 9. $250 per device x 500 students. $125,000

### Technology-Related Software

**9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students**

- Dyknow Screen Monitor - Prior to Covid, 1-1 was at the high school only. As a direct result of COVID, 1-1 devices are needed district-wide. Engagement in online instruction has created new challenges from the engagement standpoint. By adding Dyknow, a screen monitoring software, teacher will have considerably more control of what sites the students are accessing during class while also being able to monitor screens to redirect the students- keeping them engaged and increasing learning. Dyknow will allow for better quality classroom management, which leads to better instruction, less interruptions, and more learning- especially important post pandemic. $6,800
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Services (Students)</th>
<th>Social Security Contributions</th>
<th>Unemployment Compensation</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>.5 AHS Nurse - Continuation from 2020-21 CARES funding. USD 402 added a .5 nurse at the high school. There was already a .5 nurse at the high school, so this allowed for a full time nurse at AHS during the pandemic. The nurse position will be equally important in future years as nurses continue to play an integral role in supporting the health needs of students and staff related to the pandemic. Nurses help to communicate and facilitate the many health needs related to COVID, having these health professionals working on the behalf of students will keep more students safe and engaged in learning.</th>
<th>$25,007</th>
<th>$0</th>
<th>$25,007</th>
<th>$0</th>
<th>$0</th>
<th>$2100 120 0062 326</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Nurse AHS Continuation of 20-21</td>
<td>$1,913</td>
<td>$0</td>
<td>$1,913</td>
<td>$0</td>
<td>$0</td>
<td>$2100 220 0062 326</td>
<td></td>
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</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Unemployment Nurse AHS Continuation of 20-21</td>
<td>$25</td>
<td>$0</td>
<td>$25</td>
<td>$0</td>
<td>$0</td>
<td>$2100 250 0062 326</td>
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</tr>
<tr>
<td>402-1-027-20210608</td>
<td>Eligible Direct Allocation Support Services (Students) Worker's Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Work Comp Nurse AHS Continuation of 20-21</td>
<td>$55</td>
<td>-</td>
<td>$55</td>
<td>-</td>
<td>$52 E 2100 260 0062 326</td>
<td></td>
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</tr>
<tr>
<td>402-1-028-20210608</td>
<td>Eligible Direct Allocation Health Services Regular Certified Salaries</td>
<td>10. Providing mental health services and supports</td>
<td>MH Liaison - The pandemic has had a significant impact of our students' mental health. In order to achieve optimal learning, our students mental health must be addressed. CARES money paid for this amount during the 2020-21 school year and having mental health experts proved to be invaluable during the pandemic. Because the mental stress and fatigue is ongoing related to the pandemic, having access to mental health experts is a necessary part of the pandemic response.</td>
<td>$5,664</td>
<td>-</td>
<td>$5,664</td>
<td>-</td>
<td>$52 E 2130 110 0052 326</td>
<td></td>
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</tr>
<tr>
<td>402-1-029-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Group Insurance</td>
<td>Mental Health Liaison Gap Insurance</td>
<td>$</td>
<td>75</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>75</td>
<td>$</td>
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<tr>
<td>402-1-030-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Group Insurance</td>
<td>Mental Health Liaison Health Insurance</td>
<td>$</td>
<td>610</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>610</td>
<td>$</td>
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<tr>
<td>402-1-031-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Social Security Contributions</td>
<td>Mental Health Liaison Social Security</td>
<td>$</td>
<td>433</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>433</td>
<td>$</td>
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<tr>
<td>402-1-032-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Health Services</td>
<td>Unemployment Compensation</td>
<td>Mental Health Liaison Unemployment</td>
<td>$</td>
<td>6</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>6</td>
<td>$</td>
</tr>
</tbody>
</table>
| Eligible Direct Allocation | Health Services | Worker's Compensation | Mental Health Liaison Work Comp
<table>
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</thead>
<tbody>
<tr>
<td>402-1-033-20210608</td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Professional Employee Training and Development Services</td>
</tr>
<tr>
<td></td>
<td>Direct Allocation</td>
<td>Instructional Staff Training Services</td>
<td>Professional Employee Training and Development Services</td>
</tr>
</tbody>
</table>

10. Providing mental health services and supports

| Providing mental health services and supports | $12 | $ - | $12 | $ - | $ - | 52 E 2130 260 0052 326 |

3. Providing principals and other school leaders with resources to address individual school needs

| Providing principals and other school leaders with resources to address individual school needs | Capturing Kids Hearts - Professional development for Ewalt/Lincoln Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. | $39,100 | $ - | $39,100 | $ - | $ - | 52 E 2213 330 0052 326 |

Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, only 64% of our students are on track for SEL.

SEL Training to address social emotional needs caused by COVID (Phone Call, 5/6/2021)
<p>| 402-1-035-20210608 | Eligible Direct Allocation | Instructional Staff Training Services | Professional Employee Training and Development Services | 3. Providing principals and other school leaders with resources to address individual school needs | Capturing Kids Hearts 2 - Professional development for Robinson/Garfield Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. | Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, 64% are on track for SEL. | $22,600 | $- | $22,600 | $- | $22,600 | $22,600 | 52 E 2213 330 0052 326 | SEL Training to address social emotional needs caused by COVID (Phone Call, 5/6/2021) |
| 402-1-036-20210608 | Eligible Direct Allocation | Instructional Staff Training Services | Professional Employee Training and Development Services | 3. Providing principals and other school leaders with resources to address individual school needs | Kagan Structures - After a year in which our students and staff have been behind masks and socially distanced, it is imperative that we re-engage students in learning. Kagan structures are the ultimate way to increase engagement in the classroom. Kagan structures are aimed at 100% classroom engagement. We need students engaging with the content, each other, and with teachers to the highest level possible in the upcoming school year. Kagan professional development is a foolproof way to obtain higher levels of engagement and connection to learning. This will certainly help to reduce the learning loss in our district. Impact: Over 110 staff and 1,000 students. | | $21,980 | $- | $21,980 | $- | $21,980 | 52 E 2213 330 0052 326 | Kagan Training to reengage students in learning process in order to reduce learning loss caused by COVID (Phone Call 5/6/21) |</p>
<table>
<thead>
<tr>
<th>ID</th>
<th>Allocation Type</th>
<th>Service Description</th>
<th>Amount</th>
<th>Notes</th>
<th>LEA Code</th>
<th>Notes</th>
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<tbody>
<tr>
<td>402-1-037-</td>
<td>Eligible Direct</td>
<td>Providing principals and other school leaders with resources to address individual school needs</td>
<td>$21,000</td>
<td>Greenbush School Improvement &amp; Admin Services - In an effort to consistently address learning loss over the course of the next school year, USD 402 requires the additional support that Greenbush school improvement &amp; administrative services can provide. Greenbush's supports for teachers and administrators are extensive and will support our district staff when identifying learning loss needs, pandemic supports, and ongoing training for our staff. Doing so will greatly improve the district's ability to support our students and staff.</td>
<td>2213 591</td>
<td>Help the district identify students with learning loss and provide supports to reduce learning loss caused by COVID (Phone Call 5/6/21)</td>
</tr>
<tr>
<td>20210608</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0052 326</td>
<td></td>
</tr>
<tr>
<td>402-1-038-</td>
<td>Eligible Direct</td>
<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>$5,000</td>
<td>Various Personal Protective Equipment.</td>
<td>2670 610</td>
<td>Various PPE (Phone Call 5/6/21)</td>
</tr>
<tr>
<td>20210608</td>
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<td></td>
<td></td>
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<td>0052 326</td>
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</tr>
<tr>
<td>402-1-039-</td>
<td>Eligible Direct</td>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$28,850</td>
<td>COVID 19 Substitute Teachers - Reimbursement for substitute teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.</td>
<td>1000 115</td>
<td></td>
</tr>
<tr>
<td>20210608</td>
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<td></td>
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<td>0052 326</td>
<td></td>
</tr>
<tr>
<td>402-1-040-</td>
<td>Eligible Direct</td>
<td>Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$2,422</td>
<td>COVID 19 Teachers sub for Teachers - Reimbursement for teachers subbing for teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.</td>
<td>1000 115</td>
<td></td>
</tr>
<tr>
<td>20210608</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0052 326</td>
<td></td>
</tr>
<tr>
<td>402-1-041-20210608</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>Teacher Sick Leave Reimbursement - The district had one staff member that requested sick leave time from the district's sick leave pool due to COVID related circumstances. The employee request took place after they had exhausted their available sick/personal time. The district requests that the time the district paid in additional sick time, which was related to COVID, be reimbursed by ESSER funds. Detailed staff reports and details available upon request.</td>
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<tr>
<td>402-1-042-20210608</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>Addition of an Elementary Remote Learning Teacher - The district added a teacher who provided instruction to elementary remote learners only. This position was not planned but was created and paid for as a direct result of the impact that COVID had on the district. All of the remote learners that were served were remote due to COVID. Teacher wages- 3/1/21-5/27/21. Detailed staff reports and details available upon request.</td>
</tr>
<tr>
<td>402-1-043-20210608</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 ELA Training - Because USD 402 shifted PD days to the front of the August 2020 school year the district did not have contracted days available to provide training on the new ELA training for all four elementary schools. This has required the district to spend additional dollars that we would not have had to spend if COVID did not exist to provide training. We are having to bring all elementary staff (4 schools) in over the summer (paid) for required training. Detailed staff reports and details available upon request.</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Regular Certified Salaries</td>
<td>Summer Programs - USD 402 will be offering summer program options for all grade levels described in a row above. The district plans to provide and pay those staff an additional 10 hours of planning time for those programs. Detailed staff reports and details available upon request.</td>
<td>$ 6,800</td>
<td>$ -</td>
<td>$ 6,800</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Group Insurance</td>
<td>Elementary Remote Learning Teacher - Health Insurance</td>
<td>$ 2,739</td>
<td>$ 2,739</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Eligible Direct Allocation Instruction</td>
<td>Social Security Contributions</td>
<td>COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Social Security</td>
<td>$ 6,844</td>
<td>$ 5,245</td>
<td>$ 1,599</td>
<td>$ -</td>
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<td>COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Work Comp</td>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Custodial Hazard Pay Reimbursement - The district is requesting hazard pay for the time that the Custodial staff had to spend on COVID-related cleaning and sanitation. The request is for an extra $4 an hour for these hours on a per employee basis. This would bring their pay for those hours to slightly less than time and a half. Additional COVID cleaning (hazard time) equates to one hour per day per custodian. Detailed staff reports and details available upon request.</td>
<td>Custodial Overtime Pay Reimbursement - The district is requesting reimbursement of overtime pay for the custodial staff related to not being able to complete regular job duties during the regular work day due to the increased duties of COVID sanitation responsibilities. Detailed staff reports and details available upon request.</td>
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<td>Custodial Overtime Pay Reimbursement - The district is requesting reimbursement of overtime pay for the custodial staff related to not being able to complete regular job duties during the regular work day due to the increased duties of COVID sanitation responsibilities. Detailed staff reports and details available upon request.</td>
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<td>Central Services</td>
<td>Regular Non-Certified Salaries</td>
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<td>Tech Overtime Pay Reimbursement - Our tech department worked overtime hours in order to keep up with the needs of remote learners, teachers, devices, and softwares which were in excess of the job duties that are expected in a non-COVID year. The district is requesting that these overtime costs be reimbursed. Detailed staff reports and details available upon request.</td>
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16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff

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<td>USD 402</td>
<td>School Board</td>
<td>Overtime Reimbursement</td>
<td>The USD 402 school board added 7 additional special board meetings that were directly related to COVID. These resulted in overtime pay for our board clerk. The district is requesting reimbursement. Detailed staff reports and details available upon request.</td>
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<td>Bus Driver Pay Equalization - With 200 students on remote learning the transportation needs across the district were reduced. Reducing pay for drivers by reducing routes could have resulted in transportation employees leaving to look for other employment opportunities. In an effort to maintain our transportation employees the district paid the drivers equalization pay so that they did not experience a loss in income. Example: If a driver typically worked 4 hours in previous years, the district paid a minimum of four hours. In some cases routes that would have taken 4 hours (daily) would only take 3.5. Therefore there would be .5 hours in equalization pay to the driver as a retention measure. Detailed staff reports and details available upon request. $7,192 $7,192 $- $- $- 52 E 2710 120 0052 326</td>
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FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.
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**FCCRA Leave Reimbursement**
The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.  

|  |  |  |  |  | Social Security - FFCRA Leave | $ | 0.41 | $ | 0.41 | $ | - | $ | - | $ | - | 52E 2790 120 0052 326 |
|  |  |  |  |  | Social Security - FFCRA Leave | $ | 0.34 | $ | 0.34 | $ | - | $ | - | $ | - | 52E 2790 250 0052 326 |
|  |  |  |  |  | Social Security - FFCRA Leave | $ | 0.34 | $ | 0.34 | $ | - | $ | - | $ | - | 52E 2790 250 0052 326 |
|  |  |  |  |  | Social Security - FFCRA Leave | $ | 0.34 | $ | 0.34 | $ | - | $ | - | $ | - | 52E 2790 250 0052 326 |

**Regular Non-Certified Salaries**
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<th>Regular Non-Certified Salaries</th>
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<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5. Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6th-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>11A. Planning and implementing summer learning or enrichment programs</td>
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<td>Eligible</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>General Supplies and Materials</td>
<td>USD 402 would like to place a greater focus on intervention in reading at all four elementary schools in response to the pandemic. Renaissance Star Reading provides valuable data which can be used to reduce learning loss in 2021-22.</td>
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Applicant details

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

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

Select an Applicant Type | Unified School District
---|---
Applicant / Entity Name | USD 409 Atchison Public Schools
Applicant / Mailing Address
626 Commercial St
Atchison, KS 66002
Applicant / First and Last Name of Owner, CEO, or Executive Director | Renee Scott
Applicant / Email Address of Owner, CEO, or Executive Director | renee.scott@usd409.net
Applicant / Phone Number | 913-360-6500

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

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

Applicant / Federal EIN (if applicable) | 48-0697623
Applicant / Website Address (if applicable) | www.usd409.net

Applicant / Mission Statement (if applicable)
The mission of the Atchison Public School District shall be to identify and remove all barriers to promote equal opportunities for success by all students

Building Successful Futures: Every Student, Every Day

Belief Statements

We believe all students will learn and succeed.

We believe high levels of learning require strong partnerships among school, parents, and communities.

We believe our students will learn academic as well as social skills and soft skills to be successful.

We believe our schools must provide a safe and caring environment that promotes collaboration and problem-solving.

We believe a successful school must provide a relevant and rigorous curriculum and promote lifelong learning for all.

Applicant / W9 or Year-end Financial Statement (if applicable)
Download Form W-9

Applicant / Board Member List (if applicable)

Fiscal Agent / Name (if applicable) | LORI LANTER

Fiscal Agent / Email (if applicable) | llanter@usd409.net

Fiscal Agent / Mailing Address (if applicable)
626 Commercial St
Atchison, KS 66002

Application details

Full District Name | Atchison Public Schools
District Number | 409
Mailing Address | Street Address | 626 COMMERCIAL ST
Mailing Address | City | ATCHISON
Mailing Address | Zip Code | 66002
Authorized Representative of the District | Name | Renee Scott
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The cost impact on USD 409 was enormous. We lost 72.2FTE resulting in a major negative economic impact to our general fund and anticipated future Title funds. In addition to negative economic impact, our students showed decline academically as well.

Our iReady reading scores showed an increase of 8% of students K-8 reading one or more grade levels below on our winter diagnostics. iReady math scores showed an increase of 6% of students scoring one or more levels below grade level. In addition when comparing math scores to students nationally, our students are 8% lower for students one or more grade levels below. In reading the difference is 17%, a difference of 13% from the previous year. Data attached to specific skills showed students at the beginning or the year at or above the nation on many skills, but a much lower growth rate than compared to the nation by winter. At the high school level, our ACT scores showed a significant drop in all subject areas scoring lower than the state and nation in all areas.

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

No

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

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

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

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

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

The effects of COVID-19 have exacerbated the discrepancies of teaching and learning at USD 409. iReady data, ACT scores, and our final analysis from Cognia Accreditation reveals some significant needs of both staff and students. All of our ESSER-II funding requests align with the Navigating Next document from KSDE. We will partner with Visible Learning for the next three years to evaluate teacher effectiveness in closing our achievement gap. This support will provide intensive assessment, professional development, and on-site coaching for all staff to solidify tier 1 instruction. A data analyst will provide support to PLCs with multiple data sources aligned to provide the best interventions for students and monitor program effectiveness.
Summer school intercessions will be offered to all students grades pre-K through 12. Summer school teachers will receive intense professional development to provide them with the necessary tools to address grade band competency deficiencies. Incentives are offered for students who regularly attend and show growth. These on-site opportunities will focus on rigorous STEAM inspired lessons, interactive opportunities, provide meals and transportation, and allow for intervention and enrichment. Beginning in the fall of 2021, after school tutoring with transportation as well as a tutoring hotline that will support English, Math, and elementary learners.

Through a partnership with Apple, all staff will be given additional professional development opportunities to effectively utilize technology for lesson integration and transformational learning. Social-Emotional needs will be addressed by partnering with our local mental health clinic to provide hours after work for staff to access a clinical psychologist and by also adding a second clinical psychologist to provide direct support to two additional schools.

High school students will have access to an IPS facilitator who will meet with every junior and senior to address future goals and provide access for student and business/community partnerships.

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

Our plan for continuous improvement and assessment is built into our ESSER II direct allocation. Utilizing a data analyst and a data warehouse, we will continuously monitor the progress and adjust accordingly as well as measure program effectiveness. This assessment will not only be geared towards students who need Tier 2 and intensive Tier 3 supports, but the assessment will also gauge tier 1 instruction. Specifically, our focus at the tier one level will be on essential standards and competencies as well as effective feedback so that instructional strategies are directly aligned with student needs and differentiated accordingly. USD 409 is committed to transparency with our funding, and will vow to use the funds for student improvement, teacher effectiveness, and parent engagement.

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

Electronic Signature
Lori Lanter
Log in to commonapp.grantplatform.com to see complete application Attachments.
<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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</thead>
<tbody>
<tr>
<td>409-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional Employee Training and Development Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Greenbush SIS Services- Provide mentoring, basic support for administrators, certified staff, and support staff as well as three different focus areas of our choosing. As overwhelmed teachers are trying to balance work load and responsibilities, Greenbush services will provide support that we have never utilized before.</td>
<td>$16,250</td>
<td>$16,250</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-330-970</td>
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<tr>
<td>409-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Lost Chargers &amp; Cubes- Replace students lost iPad cubes and charging cords while the students were on Quarantine or Remote Learning during April 2020-June 2021.</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-610-970</td>
<td>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
</tr>
<tr>
<td>409-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Zoom-Renewed subscription for Zoom Application that is used by students, teachers and administrators to conduct meetings/school. Zoom increased opportunities for parent engagement and will be continued to be utilized as we begin transitioning out of restrictions.</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-610-970</td>
<td>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
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<td>District ID</td>
<td>Type</td>
<td>Category</td>
<td>Description</td>
<td>Amount</td>
<td>Funding</td>
<td>Estimated</td>
<td>Notes</td>
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<tr>
<td>409-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Academic Student Assessment</td>
<td>$26,000</td>
<td>$26,000</td>
<td>-</td>
<td>Provided&lt;br&gt;principals and other&lt;br&gt;school leaders with&lt;br&gt;resources to address&lt;br&gt;individual school needs&lt;br&gt;Educlimber-Advance Support Setup-Educlimber will help us effectively monitor student interventions and program effectiveness. All of our data will now be housed in one location which will increase access efficiency of multiple data sources for all staff. This will be a primary tool for the data analyst.</td>
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<tr>
<td>409-1-005-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>$15,793</td>
<td>$15,793</td>
<td>-</td>
<td>Promethean Boards-Promethean provide hands-on technology access for students during centers, direct instruction, and small group instruction. This increases classroom collaboration efforts.</td>
<td></td>
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<tr>
<td>409-1-006-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Professional Employee Training and Development Services</td>
<td>$20,000</td>
<td>$20,000</td>
<td>-</td>
<td>Strategic Learning and Coaching Through MATH &amp; ELA- COVID has made clear that math and ELA teachers at the secondary level need intensive support in developing project based learning activities for students at the tier 1 level. Intensive coaching support specific to math and ELA will be provided on-site during class time by outside entities.</td>
<td></td>
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</tbody>
</table>

Per narrative, district exhibited documented learning loss in reading and math at the K-8 levels as evidenced by state assessments, and learning loss at the high school level as evidenced by decreased ACT scores. Data analysis will measure program effectiveness addressing learning loss.

Per applicant, addresses learning loss related to COVID and allows students greater access to collaborate.

Per applicant, we will utilize specific professional development support from Study Sync and Visible Learning specific to ELA and Math. Because of COVID, our teachers need additional support in project based instruction and our test scores in these areas have declined dramatically as a result of COVID learning loss.
<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>General Supplies and Materials</th>
<th>11A. Planning and implementin g summer learning or enrichment programs</th>
<th>Summer School Support Materials-In order to increase student engagement, we will ensure necessary materials are provided to all staff and students.</th>
<th>$25,000</th>
<th>$25,000</th>
<th>$-</th>
<th>$-</th>
<th>$-</th>
<th>73-1000-610-970</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>11A. Planning and implementin g summer learning or enrichment programs</td>
<td>Community Partnership Summer-Because of limited staff availability, we will be partnering with community entities to provide engaging activities during our summer programming.</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-300-970</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Technology-Related Repairs and Maintenance</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>AMS Auditorium Sound System/Projector/Screen-Upgrade the Middle School auditorium sound system and add a projector for presentations which allows students and staff to maintain social distance.</td>
<td>$84,427</td>
<td>$84,427</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-2600-432-970</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Apple Teacher Incentives-Incentives will be provided for teachers to become deeper with the use of their device as well as integration accountability within classroom lessons.</td>
<td>$93,000</td>
<td>$93,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-610-970</td>
</tr>
</tbody>
</table>

Per applicant, STEAM materials to address hands-on learning, all curriculum and supplies materials for summer school.

Per applicant, field trip activities that the students attending our summer school programs may attend.

Per applicant, the district covers additional pay for teachers to receive training to better utilize technology for education purposes, addressing learning loss. Apple provides the card.
<table>
<thead>
<tr>
<th>Grant Number</th>
<th>Application Type</th>
<th>Funding Source</th>
<th>Description</th>
<th>Budget Requested</th>
<th>Budget Allocated</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>409-1-011-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Student Transportation Services by Outside Agency or Company</td>
<td>$34,896</td>
<td>$34,896</td>
<td>-</td>
</tr>
<tr>
<td>409-1-012-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Professional Employee Training and Development Services</td>
<td>Strategic Learning and Coaching Through OTHER-As we begin to evaluate programs, we will provide direct support to any necessary subject area or grade level.</td>
<td>$20,000</td>
<td>$20,000</td>
<td>-</td>
</tr>
<tr>
<td>409-1-013-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Professional Employee Training and Development Services</td>
<td>Strategic Learning and Coaching Through Professional Learning and Application-We often use assessment to measure student growth, but our focus will also be to utilize assessment for teacher and instruction effectiveness. We will be utilizing Visible Learning to provide intensive strategic learning and coaching for all staff and administration.</td>
<td>$145,000</td>
<td>$145,000</td>
<td>-</td>
</tr>
</tbody>
</table>

*Applebus-Temp Takers-Our transportation company (AppleBus) employs 6 people to take students temperatures on each route before they are allowed to get on the bus to go to school.*

*Per applicant, we plan to provide additional co-teaching support for any staff who has not been trained in the co-teaching model as well as provide any support for subject area teachers who are struggling to meet learners needs as a direct relation to learning loss from COVID.*

*Per applicant, Learning loss that is covid-related. Specifically, tier 1 instruction to address covid-related learning loss.*
| 409-1-014-20210608 | Eligible | Direct Allocation | Instruction | Professional Employee Training and Development Services | 12. Addressing learning loss among students, including vulnerable populations | Strategic Learning and Coaching Through Tech2Go-We will offer intensive, teacher-driven technology professional development in which we grow our own technology leadership capacity. | $30,000 | $30,000 | $- | $- | $- | 73-1000-330-970 |

Per applicant, We will build leadership capacity to address technology needs for students. Because of COVID, we put a device in every student’s hands at the K-5 level without professional development to teachers on how to utilize technology to enhance instruction instead of as a replacement tool. COVID has created a need for professional development directly related to effective technology use.

| 409-1-015-20210608 | Eligible | Direct Allocation | Instruction | Full-Time Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Substitutes-Cost of substitute teachers at $110 a day to cover teachers classrooms when teacher is on quarantine/tested positive for Covid. | $26,500 | $26,500 | $- | $- | $- | 73-1000-111-970 |

Per narrative, substitute teachers will receive $110 a day to cover teachers classrooms when teacher is on quarantine/tested positive for Covid.

| 409-1-016-20210608 | Eligible | Direct Allocation | Instruction | Professional Employee Training and Development Services | 11A. Planning and implementing summer learning or enrichment programs | Summer School Training for Teachers-We do not wish summer school to be traditional in nature. Therefore, we will provide design thinking professional development to be used in conjunction with STEAM learning for our summer school programs. | $7,500 | $7,500 | $- | $- | $- | 73-1000-330-970 |

Per narrative, Summer school teachers will receive intense professional development to provide them with the necessary tools to address grade band competency deficiencies.
<table>
<thead>
<tr>
<th>Grant Code</th>
<th>Grant Type</th>
<th>Fund Code</th>
<th>Description</th>
<th>Budget Amount</th>
<th>Available Amount</th>
<th>Other Fund</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>409-1-017-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Professional Employee Training and Development Services</td>
<td>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities Tech Integration through Apple Professional Learning Series-Apple professional development trainers will be provided for teachers to become deeper with the use of their device as well as integration accountability within classroom lessons.</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>409-1-018-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Part-Time Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations IPS/Transition Coordinator (AHS)-Work with juniors and senior to re-establish work based learning opportunities lost due to Covid interruptions. Continue to build community/industry/post-secondary training paused during Covid</td>
<td>$45,000</td>
<td>$-</td>
<td>$45,000</td>
<td>$-</td>
</tr>
<tr>
<td>409-1-019-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Academic Student Assessment Professional-Education Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs iReady-Screen, diagnose, provide specific interventions to help alleviate learning loss and monitor student growth</td>
<td>$57,000</td>
<td>$-</td>
<td>$57,000</td>
<td>$-</td>
</tr>
<tr>
<td>409-1-020-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA’s students Lost iPads-Replace students lost iPads while the students were on Quarantine or Remote Learning during April 2020-June 2021.</td>
<td>$45,000</td>
<td>$45,000</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>Code</td>
<td>Type</td>
<td>Category</td>
<td>Description</td>
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<tr>
<td>409-1-021-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>General Supplies and Materials: Planning and implementing summer learning or enrichment programs. Summer School Incentive: Students-Re-engage student in learning and attract our reluctant learners back to school to received additional instruction to alleviate learning loss.</td>
<td>$13,000</td>
<td>-</td>
<td>$13,000</td>
<td>-</td>
</tr>
<tr>
<td>409-1-022-20210608</td>
<td>Eligible</td>
<td>Vehicle Operation</td>
<td>Student Transportation Services by Outside Agency or Company: Planning and implementing summer learning or enrichment programs. Summer School Transportation: Our transportation company (AppleBus) charges $11.74 per day per bus route to do additional cleaning of buses due to Covid.</td>
<td>$25,173</td>
<td>-</td>
<td>$25,173</td>
<td>-</td>
</tr>
<tr>
<td>409-1-023-20210608</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Regular Certified Salaries: Planning and implementing summer learning or enrichment programs. Summer School- Teachers &amp; Coordinators: Hiring 20 teachers for summer school for 5 days a week for a total of 6 weeks. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021. Also includes one hour per week per teacher for planning period.</td>
<td>$98,724</td>
<td>-</td>
<td>$98,724</td>
<td>-</td>
</tr>
<tr>
<td>409-1-024-20210608</td>
<td>Eligible</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries: Planning and implementing summer learning or enrichment programs. Summer School-Paras: Hiring 15 paraeducators at $12.00 for summer school for 5 days a week for a total of 6 weeks. Each paraeducator is expected to work 4.5 hours per day. Session one is from 6/14-7/2/2021 and session two is from 7/12-7/30/2021.</td>
<td>$31,500</td>
<td>-</td>
<td>$31,500</td>
<td>-</td>
</tr>
<tr>
<td>409-1-025-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Student Transportation Services by Outside Agency or Company</td>
<td>After School Tutoring Transportation-Cost of 3 bus routes for 5 days a week for summer school. Session one is from 6/14-7/22/2021 and session two is from 7/12-7/30/2021.</td>
<td>$27,346</td>
<td>$ -</td>
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<tr>
<td>409-1-026-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Part-Time Non-Certified Salaries</td>
<td>After School Tutoring-Paras-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 paraeducators.</td>
<td>$ 7,488</td>
<td>$ -</td>
</tr>
<tr>
<td>409-1-027-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitutes' Salaries for Certified Staff</td>
<td>After School Tutoring-Teachers-Starting after school tutoring sessions Sept 2021-May 2022 for 2 hours a day for 144 days for 2 teachers.</td>
<td>$17,793</td>
<td>$ -</td>
</tr>
<tr>
<td>409-1-028-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Non-Certified Salaries</td>
<td>Data Analyst-Set up, assemble data from data warehouse, and provide training and support for teachers in data analysis during PLCs. Setup and monitor program effectiveness dashboard</td>
<td>$61,500</td>
<td>$ -</td>
</tr>
</tbody>
</table>
| 409-1-029-20210608 | Eligible | Direct Allocation | Instruction | Social Security Contributions | Social Security-Employer FICA and FICM for Summer school | $9,116 | $ - | $9,116 | $ - | $ - | 73-1000-220-970 | Per applicant, Because of COVID we will be utilizing a plethora of data and will utilize an analyst to provide the appropriate data, dashboard, and reports to all stakeholders to address learning loss. Per applicant, amount edited to reflect summer only.
<table>
<thead>
<tr>
<th>Fund</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Services (Students)</th>
<th>Regular Certified Salaries</th>
<th>10. Providing mental health services and supports</th>
<th>Social Worker at Central (Partnership with Atchison Community, Health)- Address students and staff SEL needs heightened by the pandemic onsite and act as an liason for family and community resources in our most at-risk population</th>
<th>$50,000</th>
<th>$-</th>
<th>$50,000</th>
<th>$-</th>
<th>$-</th>
<th>$-</th>
<th>73-2100-110-970</th>
</tr>
</thead>
<tbody>
<tr>
<td>409-1-031-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Full-Time Substitutes’ Salaries for Certified Staff</td>
<td>11B. Planning and implementin g supplemental after-school programs</td>
<td>Tutoring Hotline-Teachers- Establishing a tutoring hotline available 4 days a week for 2 hours in the evening for 144 days staffed with 3 teachers, one from each building.</td>
<td>$26,689</td>
<td>$-</td>
<td>$26,689</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-112-970</td>
<td></td>
</tr>
<tr>
<td>409-1-032-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Other Employee Benefits</td>
<td>11A. Planning and implementin g summer learning or enrichment programs</td>
<td>Unemployment-Employer unemployment tax for Summer school</td>
<td>$781</td>
<td>$-</td>
<td>$781</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-290-970 Per applicant, amount edited to reflect summer only.</td>
<td></td>
</tr>
<tr>
<td>409-1-033-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Social Security Contributions</td>
<td>11B. Planning and implementin g supplemental after-school programs</td>
<td>Social Security-Employer FICA and FICM for after school</td>
<td>$3,638</td>
<td>$-</td>
<td>$3,638</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-220-970 Per applicant, row added for after school.</td>
<td></td>
</tr>
<tr>
<td>409-1-034-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Other Employee Benefits</td>
<td>11B. Planning and implementin g supplemental after-school programs</td>
<td>Unemployment-Employer unemployment tax for after school</td>
<td>$312</td>
<td>$-</td>
<td>$312</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>73-1000-290-970 Per applicant, row added for after school.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>10. Providing mental health services and supports</td>
<td>Social Security for Social Worker</td>
<td>Unemployment for Social Worker</td>
<td>Social Security for Data Analyst</td>
<td>Unemployment for Data Analyst</td>
<td>Per Applicant, row added for Social Worker</td>
<td>Per Applicant, row added for Data Analyst</td>
<td></td>
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</tr>
<tr>
<td>409-1-035-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$3,465</td>
<td>$-</td>
<td>$3,465</td>
<td>$-</td>
<td>$-</td>
<td>73-2200-120-970</td>
<td>Per applicant, row added for data analyst.</td>
<td></td>
</tr>
<tr>
<td>409-1-036-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$297</td>
<td>$-</td>
<td>$297</td>
<td>$-</td>
<td>$-</td>
<td>73-2200-120-970</td>
<td>Per applicant, row added for data analyst.</td>
<td></td>
</tr>
<tr>
<td>409-1-037-20210608</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>$3,500</td>
<td>$-</td>
<td>$3,500</td>
<td>$-</td>
<td>$-</td>
<td>73-2100-110-970</td>
<td>Per applicant, row added for social worker.</td>
<td></td>
</tr>
<tr>
<td>409-1-038-20210608</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>$300</td>
<td>$-</td>
<td>$300</td>
<td>$-</td>
<td>$-</td>
<td>73-2100-110-970</td>
<td>Per applicant, row added for social worker.</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 416 Louisburg
Applicant / Mailing Address

| PO BOX 550  
| Louisburg, KS 66053 |

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Dr. Brian Biermann
Applicant / Email Address of Owner, CEO, or Executive Director  |  delmezk@usd416.org
Applicant / Phone Number  |  913-837-1700

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

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

Application details

Full District Name  |  Louisburg
District Number  |  416
USD #416, just like every school district in Kansas, has tried to support all learners during this pandemic. We have had remote learning, blended learning and onsite learning. We have also experienced students moving in and out of the different learning options. Furthermore, we have had students and staff quarantined throughout the school year. All of these items have impacted the teaching and learning environment in our school district and community. We have tried to provide the needed academic, social/emotional, behavior, special education, ELL, nutritional and technology supports throughout the year. Each family and student bring a unique need to the equation. We believe we are able to reach a very wide and supportive support system with these additional federal funds. We continue to review local (Fastbridge, MyIGDIs, Kansas Communities that Care, SAEBRS, etc.) data to identify students that have struggled during the pandemic. We have worked on providing additional staffing, programs and supports to support our students and families in the upcoming school years. We will continue to monitor the effectiveness of our plan. We also will use the 2021 State Assessment data as another source of improvement data for our school district. We are currently communicating our plan for next school year so our families, students and staff know what our direction for teaching and learning look like at this time. We understand that the pandemic is a dynamic and ever-changing situation, but we feel like we have provided the needed supports to meet the challenges ahead.

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

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

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

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

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

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

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

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

• Providing mental health services and supports.

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

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

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

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

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

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

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

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

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
USD #416 plans to use its ESSER II funds to target many of the fifteen areas that have been identified as reasonable and needed expenses for the pandemic. We have allocated ESSER II dollars to expand our Title I Program by adding a Title Aide. We are lowering our elementary class sizes by adding an additional Kindergarten Teacher. We are purchasing supplies to sanitize and clean our facilities, as well as make sure we have appropriate numbers for custodial staff support. We have budgeted the needed resources for staff and technology to help support our remote learning platform for families that choose this option next school year. This includes online learning platforms and hotspots. We have contracted with our local mental health department to provide additional mental health services. We have also engaged in providing a new social/emotional curriculum for our entire school district. Our district has purchased educational technology, as well as supplemental at-risk programming to help low performing students increase their academic skills. We have contracted with our local service center to provide the needed administrative support our school district will need. We have provided additional resources for professional development for our teaching staff. We will be providing some needed HVAC upgrades to our two oldest buildings. We will continue to work with our local health officials to coordinate an appropriate response and preparedness plan for our community, staff and students. We will continue to monitor our plan and make the needed changes as we progress next year.

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

We are committed to making data-informed decisions as we monitor the impacts of our additional resources for our staff and students. We have many data systems in place that will help with this monitoring. The additional professional development, programming and resources we will be providing our staff will allow us to effectively learn and monitor learning loss for each student. We have elicited the support of Greenbush and TASN to support our efforts. We have established building leadership and district leadership teams that will work through the MTSS process to review data and make adjustments to teaching, learning and effective at-risk programming. We are committed to reviewing all aspects (academic, behavior, social/emotional) of each child to make sure they each have the needed supports. We are also committed to making the needed adjustments throughout the year and make needed changes as we review the data for each student we serve.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

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

- Discrimination on the basis of 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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(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

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(e) Other records to facilitate an effective audit.

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

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


34 CFR §76.731

Records related to compliance.

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

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

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

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§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

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§200.320 Methods of procurement to be followed;

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§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

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§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
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>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>416-1-001-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Supplies &amp; Materials</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Cleaning supplies to sanitize and clean school facilities.</td>
<td>$5,000</td>
<td>$ -</td>
<td>$5,000</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>416-1-002-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant</td>
<td>Regular Non-Certified Salaries</td>
<td>13. School facility repairs and improvement s to enable operation of schools to reduce risk of virus</td>
<td>Additional staffing costs for the operation and sanitization of the LEA school buildings.</td>
<td>$32,400</td>
<td>$ -</td>
<td>$32,400</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
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</tr>
<tr>
<td>416-1-003-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Supplies for student academic support and education support for staff and students.</td>
<td>$38,772</td>
<td>$ -</td>
<td>$38,772</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>Supplies for student academic support and education support for staff and students. This includes software programs such as OdysseyWare/Edgenuity, 7 minds social mindset, Aleks, Freckle Math, Turnitin.</td>
</tr>
<tr>
<td>416-1-004-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Communications</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Providing hotspots for families with little or no internet connection.</td>
<td>$13,000</td>
<td>$5,000</td>
<td>$8,000</td>
<td>$ -</td>
<td>$ -</td>
<td>7</td>
<td>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
</tr>
<tr>
<td>Eligible 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. Substitute teacher costs for teachers that are gone due to COVID exposure and support for teachers virtually and help in the classroom.</td>
<td>$204,098</td>
<td>$42,440</td>
<td>$161,658</td>
<td>$-</td>
<td>$-</td>
<td>7</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>2. Coordination of COVID-19 preparednes and response efforts Supplies for vaccination site and supplies for social distancing.</td>
<td>$7,863</td>
<td>$7,863</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease Professional Development</td>
<td>$20,000</td>
<td>$-</td>
<td>$20,000</td>
<td>$-</td>
<td>$-</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementin g summer learning or enrichment programs Summer School</td>
<td>$5,400</td>
<td>$-</td>
<td>$5,400</td>
<td>$-</td>
<td>$-</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>True Up Allocation</td>
<td>Support Services (Students)</td>
<td>Supplies &amp; Materials</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Supplies for student academic support and education support for staff and students</td>
<td>$82,588</td>
<td>$-</td>
<td>$82,588</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>7</td>
</tr>
</tbody>
</table>

Per district with email 05/31/2021: supplies include cleaning supplies, towels, additional sanitizer relating to Covid.
Thank you for creating a User Profile for the Kansas CommonApp!

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

**Select an Applicant Type**  |  Unified School District
**Applicant / Entity Name**  |  Auburn-Washburn USD 437
**Applicant / Mailing Address**
5928 SW 53rd St
Topeka, KS 66610

**Applicant / First and Last Name of Owner, CEO, or Executive Director**  |  Bruce Stiles
**Applicant / Email Address of Owner, CEO, or Executive Director**  |  stiledan@usd437.net
**Applicant / Phone Number**  |  7853394040

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

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

**Applicant / Federal EIN (if applicable)**  |  48-0722041
**Applicant / Website Address (if applicable)**  |  usd437.net
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Throughout the 2020-21 school year our District has implemented three different models that followed changing community guidelines: in-person, hybrid and fully remote. Families had the option of choosing the format that met their needs. Each change required modifications to staffing, schedules, classrooms, furniture and curriculum. Students experienced up to four significant changes. Technology, planning, professional development, curriculum revision, assessment procedures, and personnel have been impacted above and beyond ESSER 1.

Preliminary screening of student achievement does not show widespread learning loss. Assessment scores are not yet finalized but initial review indicates that there are some grade levels in some schools that may have been impacted to a greater degree. Student achievement will be available as the assessment windows close.

Anecdotal observations regarding specific populations suggest some impacts. Many families of EL students chose remote learning this year. That choice has impacted the students’ exposure to conversational English. Students with moderate and significant disabilities did not respond well to remote learning during the spring of 2020 so provisions were made to have those students attend in person. The achievement data for students living in the foster care system and who experience poverty will be analyzed when it is available.

Finally, the spring 2020 school closure and the 2020-21 disruptions have created increased social-emotional needs for many
The reliance on technology required in both school and home settings has also created challenges for staff, students, and families. Additional technology staff and support were needed to meet these needs.

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

No

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

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
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Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

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

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

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

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

ESSER II funds will primarily be used to hire additional staff to provide direct services to students and to optimize the master schedule and free up time for classroom teachers to be able to reteach or remediate skill deficits in small flexible groups. Instructional coaching specifically in the area of reading will be added to existing resources at the middle school. Support for elementary students’ social/emotional needs will be added at four elementary schools. Case management supports will be expanded at the high school for students considered to be at-risk.

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

Progress monitoring systems are already in place to determine the effectiveness of interventions. Current systems will be used to track the progress of students receiving services.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

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

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

- Discrimination on the basis of 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.

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

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


34 CFR §76.731
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§200.314 Supplies.
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§200.320 Methods of procurement to be followed;

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

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

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

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

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

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

• Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
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</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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>437-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Positions are being added in three large elementary schools to support the social/emotional and behavioral needs of students as they return to school in response to increased internalizing and externalizing behaviors. These positions will also work with teachers to implement school-wide and classroom supports for students.</td>
<td>$ 210,000</td>
<td>$ -</td>
<td>$ 210,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>59-1000-50131-021</td>
<td>Provide information on how many positions are being added; Applicant responded via email (5/19/21): 3 certified FTE positions to serve 172 staff members and 1,519 students.</td>
</tr>
<tr>
<td>437-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Positions are to be added at the high school level to increase the capacity of the REACH program, which is designed to offer additional support for 9th and 10th graders. Case management, academic planning, tutoring and monitoring, increased parent collaboration and individual goal setting are incorporated into the school day for these students. Hybrid and remote learning environments due to the pandemic have resulted in more students needing support.</td>
<td>$ 105,600</td>
<td>$ -</td>
<td>$ 105,600</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>59-1000-50137-021</td>
<td>Number of positions to be added; Applicant responded via email: 2 certified FTE positions to provide additional supports for At Risk students transitioning to high school.</td>
</tr>
</tbody>
</table>
437-1-003-20210608  Eligible

Direct Allocation  Instruction  Regular Certified Salaries
4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, Positions to be added at the middle school will provide direct instruction in Math and Reading to students who are experiencing learning gaps as a result of disruptions due to the pandemic.

$ 105,600 $ - $ 105,600 $ - $ -

59-1000-50138-021

Number of positions to be added; Applicant responded via email: 2 certified FTE to provide instructional and behavioral coaching.

437-1-004-20210608  Eligible

Direct Allocation  Instruction  Regular Certified Salaries
4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and foster care youth, Positions are to be added at the elementary level to increase staffing for Art to 1.0 FTE in each elementary school. The additional staff will facilitate another rotation of elective courses for all students K-6. The result of these master schedule changes will be that there will be a time in the school day for all students to receive teacher direct instruction that either re-teaches or extends learning objectives. Flexible small groups will be available to provide strategic supports based on achievement data.

$ 158,400 $ - $ 158,400 $ - $ -

59-1000-50139-021

Number of positions to be added and how it relates to COVID-19; Applicant responded via email: 3.5 additional certified art teachers (new staff). Students will receive additional instruction from their classroom teacher when additional art time is added to the schedule. Additional Clarification: Finding time in the school day for classroom content experts to provide direct remediation and enrichment to all students in targeted, small, flexible groups will be accomplished by hiring 3.5 FTE of additional staff to deliver additional humanities rotations. While some of the students in a grade level are in an art class, their classmates can be with their classroom teacher. On a rotation, this will provide equitable access to meaningful remediation/enrichment, additional engagement in appreciation of the humanities that is especially important to students in our community who might not otherwise have exposure to the arts while allowing certified teachers to provide more focused Tier 1 instruction.

437-1-005-20210608  Eligible

Direct Allocation  Instruction  Regular Certified Salaries
11A. Planning and implementing summer learning or enrichment programs
Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.

$ 98,000 $ - $ 98,000 $ - $ -

59-1000-50141-021

Number of positions, students and duration; Applicant responded via email: 85 certified FTE and 1,890 students. Program offered June 2 to July 1, 2021.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$231,000</td>
<td></td>
<td>$231,000</td>
<td></td>
<td>Our district transitioned grade 7-12 students from Phase 2 Hybrid to Phase 3 Onsite on March 12, 2021, for the remaining of the 2020-21 school year. In Phase 2 Hybrid, only students needing intervention attended schools on Wednesdays. In Phase 3 Onsite, all students attend every school day (including Wednesdays). With Wednesday student intervention time being removed from the calendar for middle and high school students, middle and high school teachers were compensated three hours per week at $35.00 per hour to provide student intervention to students in need of before and/or after school hours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>11B. Planning and implementing supplemental after-school programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$92,000</td>
<td></td>
<td>$92,000</td>
<td></td>
<td>When a teacher or support staff member provides approved, organized and structured learning opportunities to address social-emotional or academic deficiencies or needs caused or influenced by the COVID-19 environment, the employee will be paid $35.00 per hour (average hourly rate of pay for an Auburn-Washburn certified staff member).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Non-Certified Salaries</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>$19,700</td>
<td></td>
<td>$19,700</td>
<td></td>
<td>Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.</td>
</tr>
</tbody>
</table>

Information beyond the contract time; Applicant responded via email: This is tutoring provided beyond the duty day to students experiencing learning loss due to COVID-19 for the 2020-2021 school year.
<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Support Services (School Administration)</th>
<th>Regular Certified Salaries</th>
<th>Regular Non-Certified Salaries</th>
<th>Building Improvements</th>
<th>PURCHASED PROPERTY SERVICE(S)</th>
<th>Purchased/Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
<td>Eligible</td>
</tr>
<tr>
<td>437-1-009-20210608</td>
<td>Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.</td>
<td>$4,200</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>437-1-010-20210608</td>
<td>With the further adoption of technology to support students as a result of COVID-19 to make technology universally available, our district has realized an increased need for technology support. We are adding a network specialist and a computer technician. The increased number of devices supported by the district has exceeded the ability for current staff to support. Additional staff allows the district to return to pre-COVID numbers.</td>
<td>$77,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>437-1-011-20210608</td>
<td>The health office is being remodelled to add separate supervision rooms for male and female students who are ill in school. Utilization increased significantly due to COVID-19.</td>
<td>$250,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Explanations provided with salary account lines.</td>
<td>$ 63,000</td>
</tr>
<tr>
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</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Group Insurance</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Explanations provided with salary account lines.</td>
<td>$ 12,600</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Explanations provided with salary account lines.</td>
<td>$ 78,070</td>
</tr>
<tr>
<td>Code</td>
<td>Eligibility</td>
<td>Allocation</td>
<td>Services/Contributions</td>
<td>Description</td>
<td>Amounts</td>
<td>Notes</td>
</tr>
<tr>
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</tr>
<tr>
<td>437-1-015-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (School Administration)</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>$320</td>
<td>-</td>
</tr>
<tr>
<td>437-1-017-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instructio</td>
<td>Other Employee Benefits</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>$1,030</td>
</tr>
<tr>
<td>437-1-018-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Central Services</td>
<td>Other Employee Benefits</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>$80</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Extended learning is being provided students K-12 to address potential learning loss from the 2020-2021 school year.</td>
<td>$</td>
<td>$</td>
</tr>
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</tr>
<tr>
<td>$26,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59-2720-50185-021</td>
<td>Number of staff members; Applicant responded via email: 23 bus drivers running 23 summer program routes. Program offered June 2 to July 1, 2021.</td>
</tr>
<tr>
<td>$1,990</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59-2720-20220-021</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 | Shawnee Heights
Applicant / Mailing Address | 4401 SE Shawnee Heights Rd, Tecumseh, KS 66542
Applicant / First and Last Name of Owner, CEO, or Executive Director | Stacey Bell
Applicant / Email Address of Owner, CEO, or Executive Director | bells@usd450.net
Applicant / Phone Number | 7853795800

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

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

Application details

Full District Name | Shawnee Heights
District Number | 450
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data. When we brought all of our students back into the buildings 5 days a week, they struggled to get along with each other and were not conditioned to follow the school structure and expectations. Many students are struggling emotionally due to family members sick or struggling emotionally and financially. For our remote students, some of them did well and others really learn better in person but weren't allowed to come on campus due to health conditions or concerns.

For our high school students, there is a higher percentage of students that will need some credit recovery over the next couple of years to get back on track to graduate. Close monitoring of their progress will be required.

Students with disabilities also really struggled over all. Our staff did the best they could to continue services and we will need to offer after school tutoring during 2021-2022 to help them gain momentum on making progress towards their goals.

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

Yes

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

We will finish using up our ESSER I funds with the April and May payroll. We will end up with about $1000 left in ESSER I SPED that will be used to pay SPED teachers to work with students for the last month of school.

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.
Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Currently, we will use some of our ESSER II funding to reimburse the district for some payroll expenses we incurred during the FY 21. We will also need some of that funding to finish off paying positions we hired during the 20-21 school year. Then we will fund our K-12 Summer Learning Opportunities for the 2021 summer. This is will be an expanded opportunity compared to offerings our district has offered in the past.

For next year, we will be adding 4 Interventionists to our elementary buildings to help work with students that are struggling. We will be adding 2 classroom teachers (3rd grade) to follow the current 2nd graders that are struggling with reading. This will allow us to reduce class sizes in those grades to provide more targeted instruction for those students. We will add 1 classroom teacher at the high school to help with credit recovery. Then to help with working with the increased needs of students with social-emotional concerns, we are going to hire 2 dean of students for our elementary schools. For these new classrooms, we will need to adapt current spaces to make them classrooms this summer as well as purchase new curriculum materials for these classrooms. These new staff positions will also need technology that our other staff have access to.

Lastly, we will monitor our data closely to see what other curriculum resources will need to put in place to help bridge the gap.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We have purchased FastBridge and will test students 3 times a year in reading and math to monitor growth. We will also be using that assessment for our summer learning to look at the impact each program has on student learning.

In addition, we will give the SAEBERS assessment (through FastBridge) to help monitor Social-Emotional growth of students.

For high school, we will also do frequent transcript analysis to make sure that students and families are aware of status and are making plans to catch back up in order to ensure success in having enough credits to graduate.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances
Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.
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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>450-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Curriculum Materials for newly added classrooms - 4 interventionists and 3 classroom teachers to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$ 95,755</td>
<td>$ -</td>
<td>$ 95,755</td>
<td>$ -</td>
<td>$ -</td>
<td>40550</td>
<td>Per narrative, Our current second graders were most impacted by COVID-19 due to missing key reading instruction at the end of their first grade year as evidenced by our DIBELS and MAP data. Other students who didn't have strong supports at home struggled to stay on task while learning at home as noticed by poor homework completion and grade data.</td>
</tr>
<tr>
<td>450-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies- Technology Related</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Hot Spot service for students who were hybrid/remote for the 20-21 SY. Due to the pandemic, we now know which students that don't have reliable internet access and will help those students/families with access to hotspots for the 21-22 SY.</td>
<td>$ 42,297</td>
<td>$ 7,197</td>
<td>$ 35,100</td>
<td>$ -</td>
<td>$ -</td>
<td>40554</td>
<td>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
<td></td>
</tr>
<tr>
<td>450-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Supplies- Technology Related</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>To address learning loss, we are adding additional staff to help reduce class size in most affected grade levels and buildings. They will need teacher laptops that we do not have currently.</td>
<td>$ 9,711</td>
<td>$ 9,711</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>40554</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular</td>
<td>2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.</td>
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</tr>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>Certified</td>
<td>$150,777</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Allocation</td>
<td>Salaries</td>
<td>$81,420 $69,357</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

In order to add additional classes to reduce class size, we will have to convert spaces into classrooms. This funding will go towards cabinetry, desks, chairs, etc. to make the space a classroom.

Per applicant, We are calling our Summer School, “Summer Learning Opportunities”. We have invited 504 students K-8 to participate in learning in 4 different models based on data showing that the pandemic impacting their normal growth patterns. (In-person, remote, individual/small group tutoring, and Invention Project.) Elementary will have 3 hours in-person or remote for 18 school days or 30 hours of tutoring throughout the summer. Middle school will have 3 hours in-person or remote for 18 school days or 30 hours of tutoring throughout the summer. They will also offer 3 hours in the after of Invention Project (STEM activities) for 18 school days. For in-person classes, students will rotate around to do math, ELA, and SEL activities. A total of 42 certified staff members are signed up to serve in some capacity this summer.
<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Regular Certified Salaries</th>
<th>FY 21</th>
<th>FY 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>16. Other activities</td>
<td>$571,051</td>
<td>$5,918</td>
</tr>
<tr>
<td>Allocation</td>
<td>Instruction</td>
<td>necessary to maintain</td>
<td>$565,132</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LEA operations and services</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and employ existing LEA</td>
<td>$405,52</td>
<td>$405,52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>staff</td>
<td>$908</td>
<td>$908</td>
</tr>
</tbody>
</table>

FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.

<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Group Insurance</th>
<th>FY 21</th>
<th>FY 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>16. Other activities</td>
<td>$40,508</td>
<td>$40,508</td>
</tr>
<tr>
<td>Allocation</td>
<td>Instruction</td>
<td>necessary to maintain LEA operations and services</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and employ existing LEA staff</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Group Insurance for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.

<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>FY 21</th>
<th>FY 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible</td>
<td>Direct</td>
<td>11A. Planning and implementin</td>
<td>$9,348</td>
<td>$5,048</td>
</tr>
<tr>
<td>Allocation</td>
<td>Instruction</td>
<td>g summer learning or enrichment programs</td>
<td>$4,300</td>
<td>$0</td>
</tr>
</tbody>
</table>

Social Security for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and realclimate students with school.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.</th>
<th>$35,405</th>
<th>$367</th>
<th>$35,038</th>
<th>$ -</th>
<th>$ -</th>
<th>40552</th>
</tr>
</thead>
<tbody>
<tr>
<td>450-1-010-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Medicare for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.</td>
<td>$2,186</td>
<td>$1,181</td>
<td>$1,006</td>
<td>$ -</td>
<td>$ -</td>
<td>40552</td>
</tr>
<tr>
<td>450-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$8,280</td>
<td>$86</td>
<td>$8,194</td>
<td>$ -</td>
<td>$ -</td>
<td>40552</td>
</tr>
<tr>
<td>450-1-012-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Unemployment for 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.</td>
<td>$151</td>
<td>$81</td>
<td>$69</td>
<td>$ -</td>
<td>$ -</td>
<td>40552</td>
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<tr>
<td>450-1-013-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemploym Ent Compensati on</td>
<td>Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 interventionists, 3 classroom teachers, and 2 dean of students to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$571</td>
<td>$6</td>
<td>$565</td>
<td>$-</td>
<td>$-</td>
<td>40552</td>
<td></td>
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<tr>
<td>450-1-014-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reacclimate students with school.</td>
<td>$39,014</td>
<td>$7,543</td>
<td>$31,470</td>
<td>$-</td>
<td>$-</td>
<td>40553</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Per applicant, We are hiring 18 teacher aides (classified staff) to help with each of the in-person classes. Our in-person class sizes are capped at 20 students so the teacher aide in each room will help facilitate small group activities as well as help assist students with disabilities as needed in order to provide targeted instruction based on spring data.</td>
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<tr>
<td>450-1-015-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$111,296</td>
<td>$27,897</td>
<td>$83,399</td>
<td>$-</td>
<td>$-</td>
<td>40553</td>
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<tr>
<td>See previous row for description.</td>
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<tr>
<td>450-1-016-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>Group Insurance - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$21,520</td>
<td>$844</td>
<td>$20,676</td>
<td>$-</td>
<td>$-</td>
<td>40553</td>
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<td>450-1-017-20210608</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>Social Security - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reclimate students with school.</td>
<td>$2,419</td>
<td>$468</td>
<td>$1,951</td>
<td>$-</td>
<td>$-</td>
<td>40553</td>
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<tr>
<td>450-1-018-20210608</td>
<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>Social Security - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$6,954</td>
<td>$1,770</td>
<td>$5,184</td>
<td>$-</td>
<td>$-</td>
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<td>450-1-019-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Medicare - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reclimate students with school.</td>
<td>$566</td>
<td>$109</td>
<td>$456</td>
<td>$-</td>
<td>$-</td>
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<tr>
<td>450-1-020-20210608</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Medicare - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Medicare - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$1,626</td>
<td>$414</td>
<td>$1,212</td>
<td>$-</td>
<td>$-</td>
<td>40553</td>
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<tr>
<td>450-1-021-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Unemployment - 2021 Summer Learning Opportunities K-12 to address learning loss, help foster relationships with students/staff and reclimate students with school.</td>
<td>$39</td>
<td>$8</td>
<td>$31</td>
<td>$-</td>
<td>$-</td>
<td>40553</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemploym ent Compensati on</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Unemployment - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols. FY 22 would be to pay for 4 Teacher Aides to address the unique needs of our students due to their fractured learning and lack of routines and structure.</td>
<td>$114</td>
<td>$30</td>
<td>$84</td>
<td>$-</td>
<td>$-</td>
<td>40553</td>
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</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Substitutes' Salaries for Certified Staff</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.</td>
<td>$20,295</td>
<td>$20,295</td>
<td>$-</td>
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<td>$-</td>
<td>40555</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Group Insurance</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Group Insurance - FY 21 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.</td>
<td>$633</td>
<td>$633</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>40555</td>
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<td>Social Security Contributions</td>
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<td>Social Security Contribution(s)</td>
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<td>Maintenance of Buildings</td>
<td>Medicare - Employer's Contribution</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>On-Behalf Payments</td>
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<td>Maintenance of Buildings</td>
<td>Unemployment Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Unemployment - FY 21 and FY 22 would be to finish off paying for COVID related staffing hired to meet the needs to implement mitigation and cleaning protocols.</td>
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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type

Unified School District

Applicant / Entity Name

Leavenworth USD 453

Applicant / Mailing Address

PO Box 969
Leavenworth, KS 66048

Applicant / First and Last Name of Owner, CEO, or Executive Director

Beth Mattox

Applicant / Email Address of Owner, CEO, or Executive Director

beth.mattox@lvpioneers.org

Applicant / Phone Number

9136841400

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)

486034016

Applicant / Website Address (if applicable)

www.usd453.org

Applicant / W9 or Year-end Financial Statement (if applicable)

Download Form W-9
Leavenworth USD 453 has analyzed a number of areas related to the impact of COVID-19. With regard to learning loss, the district has compared data sets from district benchmark assessments based on race/ethnicity, free/reduced lunch status, attendance, and other factors to examine areas of particular emphasis. As such, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).

As well, the emotional impact was measured with the implementation of SAEBRS Social-Emotional screening during the 2020-21 school year. According to the SAEBRS teacher rating scale, 22.7% of students scored in the ‘some risk’ category. Of these students, the greatest concern was in the emotional area with the lowest level of concern being in the academic area of the assessment. According to the MySAEBRS student rating scale, 39.8% of students scored in the ‘some risk’ category.
Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

- Purchasing survey tool to use with staff, students, families, that aids in developing, implementing, and adjusting procedures and systems to improve our preparedness and response efforts per the recommended COVID related safety guidelines.
- Purchasing communication equipment to implement necessary procedures and systems to improve our preparedness and response efforts.
- Purchasing educational technology software that aids in regular and substantive educational interaction between students and their classroom teachers.
- Installing contactless water bottle filler stations to reduce the risk of virus transmission.
- Payment of salaries to substitute teachers necessary due to staff members being quarantined.
- Payment of salaries to staff working the additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations during the 2020-2021 school year.
- ESSER I SPED we plan to provide professional development to para educators addressing student learning loss, student behaviors, and social and emotional needs in response to COVID.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

**Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)**

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We are taking a STEM summer camp approach for our grades K-8 and a college schedule for earning credits for our 9-12 students. The goals for this program is to stop or greatly decrease the impact of summer slide, help our remote students adjust to in person instruction again, and allow opportunities for hands-on and social interactions that were limited this year. The day is structured to provide students with whole group inquiry based learning and then small group instruction that is targeted to address an individual's missing skills. We will provide student transportation services.

Hire 6 elementary teachers, 1 early education interventionist, and 1 MTSS Specialist to accurately assess students’ academic progress and provide differentiated classroom instruction to meet students’ academic needs.

Hire 1 Extended Learning Program Director to manage all activities related to planning, implementing and monitoring summer learning and supplemental after school programs.

Hire 5 social workers or counselors to provide information and connect families to community resources and manage chronic student absenteeism.

Payment of salaries to 260 teachers working the additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations during the 2020-2021 school year.

Replace boiler for better control of humidity inside school facility.

Upgrade HVAC control system for better outside air circulation.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of its ESSER dollars by comparing the 2021 Fall BAS scores for our K-6 students as compared to the 2020 data to determine if the learning loss was as great. Our high school will track credits completed to monitor if we are increasing the number of students on track to graduate with their peers.

Our district is transitioning our diagnostic screener from iReady to Fast Bridge this August. We anticipate a decrease in
chronic student absenteeism rate. We will create and implement intervention resources and lessons based on SAEBRS identified areas of need and anticipate a decrease in percentage of students in some risk category of SAEBRS.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](https://example.com) 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
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))

A State or a subgrantee administers or supervises each project. (Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

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))

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)

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)

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.  
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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES
SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Beth Mattox

Date | 05/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<th>Object Name</th>
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<td>11A. Planning and implementing summer learning or enrichment</td>
<td>Payment of social security tax for employees working Summer Camp</td>
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<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>6 elementary teachers x $45,000 for 1st &amp; 2nd grade to address literacy learning loss, 1 Early Education Interventionist x $45,000 for early education to improve phonics and vocabulary skills, provide differentiated instruction to meet students' academic needs</td>
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<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Payment of employee benefits, social security tax for 7 employees</td>
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<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>Payment of salaries to staff working additional hours above normal duty day required to plan, prepare, and deliver educational services through a mix of in-person and remote and hybrid student attendance situations to 260 teachers x 8 hours x 13 months x $30 per hour</td>
<td>$811,200</td>
<td>$811,200</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>24-1000-0115-00-0000</td>
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</tr>
</tbody>
</table>

Per applicant: the request is for reimbursement of funds expended. Please consider our staff efforts addressing learning loss among students. As a whole, certified staff and administrators, in addition to support staff, worked diligently as a district resource to develop, implement, and sustain learning when traditional in-person classroom delivery was not possible. This particular expense did not occur through a purchase to a third party or curriculum and assessment vendor, but utilizing the above-and-beyond efforts available at each of our school sites. The nature of this work to minimize and address learning loss included: 1) Efforts to learn, utilize, and connect students and families to educational delivery models that had not been previously leveraged or relied upon to the magnitude that was required via distance education, or remote learning situations, including Zoom, SeeSaw, Google Classroom, etc. Significant time outside of the hours of the normal duty day was spent by staff to adapt physical curriculum and textbook resources to adapt to a variety of online modalities. This required one-on-one communications with student households on a regular basis, specifically for those of low-income students and/or technology and educational barriers that could result in additional learning loss without an advocate in the home to lead and sustain student learning and engagement. 2) Additional communication and outreach was required on a weekly basis to track student attendance and follow-up with students on missed class periods or to provide assistance and technical support with upload and digital sharing of completed course work. Home contact occurred frequently outside of the hours of the normal duty day. 3) Research, planning, and facilitation of new and dynamic ways to connect with families outside of daily class work, to provide uninterrupted support from school to home and ensure that students were receiving social-emotional support. 4) The whole of these efforts were greater than pre-pandemic assigned roles and responsibilities and traditional teaching and learning structures, and required staff working additional hours above normal duty day and coordination when in-person collaboration amongst individuals, departments, schools, and district administration, was limited and/or not possible. Learning loss would have been greater from March 2020 thru May 30, 2021, had staff not been present in the school setting, and such efforts and initiatives were ongoing. **Per applicant: the request is for reimbursement of funds expended. Please consider our staff efforts addressing learning loss among students. As a whole, certified staff and administrators, in addition to support staff, worked diligently as a district resource to develop, implement, and sustain learning when traditional in-person classroom delivery was not possible. This particular expense did not occur through a purchase to a third party or curriculum and assessment vendor, but utilizing the above-and-beyond efforts available at each of our school sites. The nature of this work to minimize and address learning loss included: 1) Efforts to learn, utilize, and connect students and families to educational delivery models that had not been previously leveraged or relied upon to the magnitude that was required via distance education, or remote learning situations, including Zoom, SeeSaw, Google Classroom, etc. Significant time outside of the hours of the normal duty day was spent by staff to adapt physical curriculum and textbook resources to adapt to a variety of online modalities. 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Home contact occurred frequently outside of the hours of the normal duty day. 3) Research, planning, and facilitation of new and dynamic ways to connect with families outside of daily class work, to provide uninterrupted support from school to home and ensure that students were receiving social-emotional support. 4) The whole of these efforts were greater than pre-pandemic assigned roles and responsibilities and traditional teaching and learning structures, and required staff working additional hours above normal duty day and coordination when in-person collaboration amongst individuals, departments, schools, and district administration, was limited and/or not possible. Learning loss would have been greater from March 2020 thru May 30, 2021, had staff not been present in the school setting, and such efforts and initiatives were ongoing.**
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
<th>Amount 6</th>
<th>Other Activities</th>
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<tr>
<td>453-1-007-20210608</td>
<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</td>
<td>$64,900</td>
<td>$64,900</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>Payment of social security tax for staff working additional hours above normal duty day required to plan, prepare, and deliver educational services</td>
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<td>453-1-008-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$68,000</td>
<td>$-</td>
<td>$68,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>1 MTSS Reading &amp; Math Specialist K-12 to provide Tier 2 &amp; Tier 3 interventions based on assessments of learning loss</td>
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<tr>
<td>453-1-009-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>$12,000</td>
<td>$-</td>
<td>$12,000</td>
<td>$-</td>
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<td>$-</td>
<td>Payment of employee benefits, social security tax for 1 employee</td>
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<td>453-1-010-20210608</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</td>
<td>$68,000</td>
<td>$-</td>
<td>$68,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>1 Extended Learning Program Director to manage planning, implementing and monitoring summer learning and supplemental after school programs</td>
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<tr>
<td>453-1-011-20210608</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</td>
<td>$12,000</td>
<td>$-</td>
<td>$12,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>Payment of employee benefits, social security tax for 1 employee</td>
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<tr>
<td>453-1-012-20210608</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>
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<td>$-</td>
<td>$92,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>Payment of salaries to staff working supplemental after school programs, small group instruction targeted to address learning loss</td>
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<td>Project Code</td>
<td>Eligible Date</td>
<td>Direct Allocation</td>
<td>Instruction Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>Planning and implementing supplemen tal after-school programs</td>
<td>Payment of social security tax for staff working supplemental after school programs</td>
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<td>$8,000</td>
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<td>Direct Allocation</td>
<td>Instruction Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>11B. Planning and implementing supplemental after-school programs</td>
<td>Payment of social security tax for staff working supplemental after school programs</td>
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<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>$50,000</td>
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<td>$ -</td>
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<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Payment of employee benefits, social security tax for 5 employees</td>
<td>$50,000</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services by Outside Agency</td>
<td>Student Transportation to summer learning program</td>
<td>11A. Planning and implementing summer learning or enrichment</td>
<td>Payment of student transportation to summer learning program</td>
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<td>$ -</td>
<td>$50,000</td>
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<td>24-2700-0513-00-0000</td>
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<td>Amount</td>
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<td>453-1-017-20210608</td>
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<td>Direct Allocation Support Services (Students) 12. Addressing learning loss among students, including vulnerable populations</td>
<td>$72,000</td>
<td>24-2100-0126-00-0000</td>
<td>Request added per applicant's direction.</td>
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<tr>
<td>453-1-018-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Support Services (Students) 12. Addressing learning loss among students, including vulnerable populations</td>
<td>$52,000</td>
<td>24-2100-0123-00-0000</td>
<td>Request added per applicant's direction. Per narrative, using i-Ready Benchmarks, the district found a 5% reduction in those students performing on grade level from Winter 2020 to Winter 2021 in the area of Reading and a 4% reduction in Mathematics during the same timeframe. Those students in the lowest score category also rose in both Reading and Math from Winter 2020 to Winter 2021. One specific area of concern found was that students who had frequent absences during the 2020-21 school year performed significantly lower on both reading and math benchmark assessments compared to those peers with good attendance (529 students fell into the category of having attendance concerns based on missing 10% or more of school days in 2020-21 at the time the data was pulled).</td>
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<td>24-2100-0220-00-0000</td>
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</tbody>
</table>

1. ESSER Technology Implementation Coordinator to review and analyze student assessment data for students' academic progress, to strategically support staff and students using technology more for education, to strategically plan for additional technology platforms and products to address learning loss.

2. ESSER Student Database Applications technician to track chronic student absenteeism, track student academic progress to assist teachers in meeting students' academic needs.

3. Payment of employee benefits, social security tax for 2 employees.
| Eligible Direct Allocation Instruction | Temporarily Certified Substitute Salaries for Certified Staff | 12. Addressing learning loss among students, including vulnerable populations | 8 middle and high school teachers x $55,000 for math, english language arts, foreign language, business, credit recovery and english learners to address and target learning loss in subject areas in which middle and high school students have fallen behind | $440,000 |

| Eligible Direct Allocation Instruction | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | Payment of employee benefits, social security tax for 8 employees | $92,000 | $440,000 | $92,000 | $440,000 | $92,000 | $440,000 | Request added per applicant's direction.
Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type

| Unified School District |

Applicant / Entity Name

| Tonganoxie USD 464 |

Applicant / Mailing Address

| 330 E. HWY 24-40 |
| Tonganoxie, KS 66086 |

Applicant / First and Last Name of Owner, CEO, or Executive Director

| Tonya Phillips |

Applicant / Email Address of Owner, CEO, or Executive Director

| tphillips@tong464.org |

Applicant / Phone Number

| 9134161400 |

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)

| 48-0698760 |

Applicant / Website Address (if applicable)

| www.tong464.org |

Applicant / Mission Statement (if applicable)
The Mission of Tonganoxie Public Schools is to provide each student with a positive and personalized educational experience which empowers them to achieve high levels of success in all endeavors, make responsible choices, and become positive contributors to society.

Application details

Full District Name | Tonganoxie Unified School District
District Number | 464
Mailing Address | Street Address | 330 E. HWY 24-40
Mailing Address | City | Tonganoxie
Mailing Address | Zip Code | 66086
Authorized Representative of the District | Name | Tonya Phillips
Authorized Representative of the District | Position or Title | Assistant Superintendent
Authorized Representative of the District | Email Address | tphillips@tong464.org
Authorized Representative of the District | Phone Number | +19134161400
Would you like to additional district representatives to the application? | Yes
Other District Representative 1 | Email Address | lwilson@tong464.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Spring 2020 took the world by surprise, and Tonganoxie USD 464 was no different. We “survived” the spring semester and immediately began planning for the 20-21 school year. The community, as a whole, supported offering in person and remote learning. In person learning focused on unfinished learning from the spring, as well as prioritizing instructional content for each grade level. Remote learning also focused on these aspects, but also had an intentional focus on engagement and connections. Social emotional needs were also a major focus, as we know many of our students, even those who have never shown signs of struggle, were coming back to us with social emotional needs we had never encountered.

Using MAP data, we analyzed our students’ academic needs and bolstered our tiered interventions. Our data showed what we expected, that while some students improved marginally in reading and math, many were showing no growth or a decline. Improving core instruction also became a focus.

We identified Panorama as our social emotional screener, and gave the student survey in late Fall 2020. During this time, our county COVID numbers dictated that we go all remote between Thanksgiving and Christmas, so it was tough to get the
Panorama survey completed remotely. Finally, we completed the survey, and the data showed that while our students had strong relationships with the adults at school, they were lacking in grit and self-efficacy.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
• Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

• Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

• Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Tonganoxie USD 464 plans to use its ESSER II funds in several ways. Personnel will be added to address specific issues. A counselor will be added to help address increased mental health/social emotional needs. Two ESOL aides will be added to address equity and inclusion for ESOL students. We also plan to hire one full time permanent substitute teacher for each building to address unfilled absences. If there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.

ESSER II funds will also be used for providing summer school for students in grades K-12 for both intervention and credit recovery. Funds will pay for teachers, paras, intervention materials, and transportation.

To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Impact will be measured using MAP data, dyslexia screeners and progress monitors, Panorama social emotional screener, ASQ, graduation rates, state assessment data, and ACT scores.

Notes on ESSER II application Excel template:

• Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

• Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.

• This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.
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)

[72 FR 3703, Jan. 25, 2007]

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)


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

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and Supplemental Afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature          |  Lori Wilson  
Date                          |  05/21/2021  

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Recommendation</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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports Panorama Social Emotional Screener- used to identify social emotional issues due to COVID and monitor progress. Also has Playbook (curriculum) teachers will use to address SEL issues.</td>
<td>$ 5,750</td>
<td>$ -</td>
<td>$ 5,750</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>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students Edgenuity- Online curriculum that will provide courses for credit recovery, test prep, and intervention for students struggling academically as a result of COVID.</td>
<td>$ 33,000</td>
<td>$ -</td>
<td>$ 33,000</td>
<td>$ -</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>10. Providing mental health services and supports Counselor 1/2 TES 1/2 TMS- Additional counselor will serve at the elementary and middle schools to help address increased social emotional and mental health issues due to COVID.</td>
<td>$ 43,800</td>
<td>$ -</td>
<td>$ 43,800</td>
<td>$ -</td>
<td>$ -</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>4. Activities to address the unique needs of low-income children, children with disabilities, English ESOL Aides- Additional ESOL aides to address equity and inclusion issues for ESL students due to COVID.</td>
<td>$ 29,500</td>
<td>$ -</td>
<td>$ 29,500</td>
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<td>Allotment</td>
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<td>Instruction</td>
<td>Amount</td>
<td>Balance</td>
<td>Amount</td>
<td>Total</td>
<td>Total</td>
<td>Per narrative, If there is a day that a sub is not needed to fill an absence, the permanent substitute will be used to provide interventions for students.</td>
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<td>464-1-005-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Instruction 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>$92,588</td>
<td>-</td>
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<td>Direct Allocation Instruction General Supplies and Materials (includes computer software)</td>
<td>10. Providing mental health services and supports Social /Emotional Curriculum - Second Step Social Emotional Curriculum to address additional social emotional and mental health issues due to COVID.</td>
<td>$9,077</td>
<td>-</td>
<td>$9,077</td>
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<td>464-1-007-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Instruction General Supplies and Materials (includes computer software)</td>
<td>12. Addressing learning loss among students, including vulnerable populations Writing Curriculum- Writing intervention curriculum to address deficiencies due to COVID.</td>
<td>$25,096</td>
<td>-</td>
<td>$25,096</td>
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<td>464-1-008-20210608</td>
<td>Eligible</td>
<td>Direct Allocation Instruction Food Preparation and Dispensing Services Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs Summer School Kitchen Staff- will provide meals during summer school to support our most at risk students and families.</td>
<td>$11,500</td>
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<td>$11,500</td>
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<td>73 E 3120 120 0001 000</td>
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<td>Code</td>
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<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Teachers TES- Teachers to teach students who need the most intensive remediation and intervention.</td>
<td>Amount</td>
<td>$</td>
<td>$</td>
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<td>Notes</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>Summer School Teachers TES- Teachers to teach students who need the most intensive remediation and intervention.</td>
<td>$26,657</td>
<td>$</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>
<td>Summer School Teachers TMS - Teachers to teach students who need the most intensive remediation and intervention.</td>
<td>$10,085</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>
<td>Summer School Teachers THS- Teachers to teach students who need the most intensive remediation and intervention and credit recovery.</td>
<td>$5,605</td>
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<td>$5,605</td>
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<td>ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</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>Band Instruments- additional large band instruments so students do not have to share instruments, reducing COVID risk.</td>
<td>$31,552</td>
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<td>464-1-013- 20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Bus Drivers Salaries- Bus drivers to transport the students who need the most intensive remediation and intervention.</td>
<td>$2,000</td>
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<td>464-1-014- 20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Improvement of Instruction Services</td>
<td>Instructional Programs Improvement Services</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>PD for Dyslexia Intervention &amp; Journeys-professional development for dyslexia, structured literacy, and reading.</td>
<td>$1,900</td>
<td>$ -</td>
<td>$1,900</td>
<td>$ -</td>
<td>$ -</td>
<td>$22E2210 321 0005 000</td>
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Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. We will also use funds to provide professional development for dyslexia, structured literacy, social emotional interventions, and reading and math interventions.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Improvement of Instruction Services</th>
<th>Regular Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Additional PD - Covid related- social emotional interventions, and reading and math interventions.</th>
<th>$3,000</th>
<th>$-</th>
<th>$3,000</th>
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<tr>
<td>464-1-016-</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction 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>Chromebooks for 1 to 1 Program- Ensure every student has access to technology, regardless if they are in school, remote, or virtual learning.</td>
<td>$150,000</td>
<td>$-</td>
<td>$150,000</td>
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<td>20210608</td>
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<td>Per narrative, To help close the academic gaps created by COVID, we will use funding for reading and math intervention materials, social emotional curriculum, and online curricular resources. (emphasis added) Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
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<td>464-1-017-</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenance of Plant Purchased Professional &amp; Technical Services</td>
<td>14. Inspection, testing, maintenance, repair, replacement and upgrade projects to HVAC upgrades/repairs- Upgrades and repair of HVAC to improve air quality.</td>
<td>$39,001</td>
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<td>Allowable if CDC guidelines are met.</td>
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<td>464-1-018-</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>10. Providing mental health services and supports Social Worker 1/2 TMS 1/2 THS to help identify needed student services and emotional health due to COVID</td>
<td>$43,400</td>
<td>$-</td>
<td>$43,400</td>
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<td>73 E 1000 110 0002 000</td>
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<td>464-1-019-</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
<td>10. Providing mental health services and supports Counselor at High School to help address increased social emotional and mental health issues due to COVID</td>
<td>$51,760</td>
<td>$-</td>
<td>$51,760</td>
<td>$-</td>
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<td>73 E 1000 110 0003 000</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>TES Secretary during Summer School</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 480

Applicant / Mailing Address
PO Box 949
Liberal, KS 67905

Applicant / First and Last Name of Owner, CEO, or Executive Director
Todd Carter

Applicant / Email Address of Owner, CEO, or Executive Director
essr480@usd480.net

Applicant / Phone Number
620-604-1010

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name
Liberal USD 480

District Number
480

Mailing Address | Street Address
PO Box 949
<table>
<thead>
<tr>
<th>Mailing Address</th>
<th>City</th>
<th>Liberal</th>
</tr>
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<tbody>
<tr>
<td>Mailing Address</td>
<td>Zip Code</td>
<td>67905</td>
</tr>
<tr>
<td>Authorized Rep.</td>
<td>Name</td>
<td>Dr. Todd Carter</td>
</tr>
<tr>
<td>Authorized Rep.</td>
<td>Position or Title</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Authorized Rep.</td>
<td>Email Address</td>
<td><a href="mailto:todd.carter@usd480.net">todd.carter@usd480.net</a></td>
</tr>
<tr>
<td>Authorized Rep.</td>
<td>Phone Number</td>
<td>+16206041010</td>
</tr>
</tbody>
</table>

Would you like to additional district representatives to the application? Yes

Other District Representative 1 | Email Address | jerry.clay@usd480.net |
Other District Representative 2 | Email Address | lana.evans@usd480.net |

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The 20-21 school year data for elementary shows the percentage of Tier 3 students ranges from 30-40% of the total student population. Intervention data for middle schools shows some improvement, however, we are not experiencing projected gains in our MAP scores. High school truancy doubled and the number of F grades at the middle school and high school tripled this year. Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to
• 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, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
• School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
• Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
• Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
• Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and
children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

MAP Growth is used for academic universal screening and progress monitoring. Other assessment tools and interventions such as Istation, Iready, Lexia, and Reflex Math are used for additional diagnostics and monitoring. The high school will use the TABE Locator as a screener and the full TABE for Tier 3 intervention planning. Personalized learning plans for each student are adjusted on a weekly or biweekly basis. Social-emotional learning data is tracked through student surveys and curriculum assessments. We also track our social worker and counselor contacts with students. Attendance, grades, behavior, parent contacts, and parent engagement are additional measures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:
Discrimination on the basis of 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

**CONTINUED PAYMENT TO EMPLOYEES**

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

**Certification**

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature  | Dr. Todd Carter
Date  | 05/20/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
<thead>
<tr>
<th>Expenditure ID</th>
<th>Eligibility Review</th>
<th>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 ($)</th>
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<td>61 staff - 20 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.</td>
<td>$ 176,964</td>
<td>$ 132,061</td>
<td>$ 44,903</td>
<td>-</td>
<td>-</td>
<td>46-02-1000-1110-00</td>
<td>Per applicant: Elementary: 125 staff, 600 students in a June and July session. Students will be provided direct instruction on standards and skills needed in reading, math, and writing. Staff will utilize student personalized data to determine instructional needs of each student. We will continue to provide services throughout the summer for students who exhibit social emotional needs. Staff will provide one-on-one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Instructional supplies include hands-on manipulatives to present skills in a fun, creative and visually stimulating context and materials needed to support project-based learning and problem solving techniques. Middle School: 70 staff, 400 students in a June session. Students who performed in level I and II on the Kansas Assessments will be provided additional instruction on indicators they have not mastered. We will continue to provide services throughout the summer for students who exhibit social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Instructional supplies include hands-on manipulatives to present skills in a fun, creative and visually stimulating context and materials needed to support project-based learning and problem solving techniques. High School: 75 staff, 400 students June and July. Students not meeting essential outcomes in each of the academic departments or are not on track to graduate will be provided targeted instruction. We will continue to provide services throughout the summer for students with social emotional needs. Staff will provide one on one and/or group counseling, support for students and parents, home visits, and community resources for students and parents. Instructional supplies include hands-on manipulatives to present skills in a fun, creative and visually stimulating context and materials needed to support project-based learning and problem solving techniques.</td>
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<td>Part-Time Non-Certified Salaries</td>
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<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Part-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>2 Staff - 30 days Coordinators for Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care.</td>
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<td>Part-Time Non-Certified Salaries</td>
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<td>1 Staff - June 16 days: Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
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<td>Eligible Direct Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<th>Eligible Direct Allocation Operation &amp; Maintenanc e of Plant</th>
<th>Utility Services 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Natural Gas (gas utility services e.g. heating) 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Water bill for summer learning 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Cleaning supplies for summer learning and enrichment 7. Purchasing supplies to sanitize and clean LEA and school facilities</th>
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Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
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<th>Description</th>
<th>Budget</th>
<th>Non-Budget</th>
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<th>Federal Funds</th>
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| Program | Type | Description | Eligible | Allocation | Planning and implementing summer learning or enrichment programs
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<tr>
<td>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
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| Program | Type | Description | Eligible | Allocation | Planning and implementing summer learning or enrichment programs
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<td>2 Staff June 16 days Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
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| Program | Type | Description | Eligible | Allocation | Planning and implementing summer learning or enrichment programs
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<td>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
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| Program | Type | Description | Eligible | Allocation | Planning and implementing summer learning or enrichment programs
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<tr>
<td>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
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See line-item 480-1-001 for description.
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<th>Water bill for summer learning</th>
<th>Other</th>
<th>Electric bill for summer learning</th>
<th>Gas utility bill for summer learning</th>
<th>Instruction Part-Time Certified Salaries</th>
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<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
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<td>Other</td>
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<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Cleaning supplies for summer learning and enrichment</td>
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<td>Gas utility bill for summer learning</td>
<td>Instruction Part-Time Certified Salaries</td>
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<td>Gas utility bill for summer learning</td>
<td>Other</td>
<td>Electric bill for summer learning</td>
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<td>Other</td>
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<td>Electric bill for summer learning</td>
<td>Gas utility bill for summer learning</td>
<td>Instruction Part-Time Certified Salaries</td>
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**Notes:**
- Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
- See line-item 480-1-001 for description.
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<th>Code</th>
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<td>Planning and implementing summer learning or enrichment programs</td>
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<td>Non-Certified Salaries</td>
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<td>Instruction</td>
<td>Unemployment Compensation</td>
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See line-item 480-1-001 for description.
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<th>Part-Time Non-Certified Salaries</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
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<td>Cleaning Supplies and Chemicals</td>
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<td>Operation &amp; Maintenanc of Plant</td>
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Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
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<td>Support Services - School Administration</td>
<td>Part-Time Non-Certified Salaries</td>
<td>11A. Planning and Implementing Summer Learning or Enrichment Programs</td>
<td>1 staff, June 12 days, July 12 days Summer Learning and Enrichment to Address Academic and Social-Emotional Needs of Low Income, ELL, Migrant, Students Experiencing Homelessness and Foster Care</td>
<td>$2,000</td>
<td></td>
<td></td>
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<tr>
<td>480-1-120-20210608</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>Summer Learning and Enrichment to Address Academic and Social-Emotional Needs of Low Income, ELL, Migrant, Students Experiencing Homelessness and Foster Care</td>
<td>$612</td>
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<tr>
<td>480-1-121-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services - School Administration</td>
<td>Unemployment Compensation</td>
<td>11A. Planning and Implementing Summer Learning or Enrichment Programs</td>
<td>Summer Learning and Enrichment to Address Academic and Social-Emotional Needs of Low Income, ELL, Migrant, Students Experiencing Homelessness and Foster Care</td>
<td>$12</td>
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<tr>
<td>480-1-122-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenace of Plant</td>
<td>Part-Time Non-Certified Salaries</td>
<td>16. Other Activities Necessary to Maintain LEA Operations and Services and Employ Existing LEA Staff</td>
<td>2 Staff, June 12 days July 12 days Summer Learning and Enrichment to Address Academic and Social-Emotional Needs of Low Income, ELL, Migrant, Students Experiencing Homelessness and Foster Care</td>
<td>$4,800</td>
<td></td>
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<tr>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Social Security Contributions</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Unemploymen t Compensation</td>
<td>Direct Allocation</td>
<td>Utility Services</td>
<td>Direct Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Cleaning Supplies and Chemicals</td>
<td>Direct Allocation</td>
<td>Natural Gas (gas utility services e.g. heating)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Eligible</td>
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<td>Operation</td>
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<td>Unemploymen</td>
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<td>Operation</td>
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<tr>
<td>480-1-123-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Social Security Contributions</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$1,000</td>
<td>$500</td>
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<tr>
<td>480-1-124-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Unemploymen t Compensation</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$1,000</td>
<td>$500</td>
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<tr>
<td>480-1-125-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Utility Services</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>Water bill for summer learning</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$1,000</td>
<td>$500</td>
</tr>
<tr>
<td>480-1-126-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Cleaning Supplies and Chemicals</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Cleaning supplies for summer learning and enrichment</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$1,000</td>
<td>$500</td>
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<tr>
<td>480-1-127-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Operation &amp; Maintenanc e of Plant</td>
<td>Natural Gas (gas utility services e.g. heating)</td>
<td>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</td>
<td>gas utility bill for summer learning</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$1,000</td>
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Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.
<table>
<thead>
<tr>
<th>480-1-128-20210608</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Operation &amp; Maintenanc \ of Plant</th>
<th>Electricity</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>electric bill for summer learning</th>
<th>$10,000</th>
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<tbody>
<tr>
<td>480-1-129-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Part-Time Non-Certified Salaries</td>
<td>12 Staff June and July Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
<td>$52,000</td>
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<td>480-1-130-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Monitoring Services</td>
<td>Part-Time Non-Certified Salaries</td>
<td>12 Staff June and July Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
<td>$28,000</td>
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<tr>
<td>480-1-131-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Social Security Contributions</td>
<td>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
<td>$6,120</td>
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Per applicant, yes, the application has estimates for utilities above and beyond the normal time of year costs.

See line-item 480-1-001 for description.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Vehicle Operation</th>
<th>Unemploymen t Compensation</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer learning and enrichment to address academic and social-emotional needs of low income, ELL, migrant, students experiencing homelessness and foster care</td>
<td>$ 120</td>
<td>$ 60</td>
<td>$ 60</td>
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<table>
<thead>
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<th>Eligible Direct Allocation</th>
<th>Vehicle Operation</th>
<th>Gasoline</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Fuel for route bus for summer school learning</th>
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<tbody>
<tr>
<td>Fuel for route bus for summer school learning</td>
<td>$ 5,000</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Vehicle Operation</th>
<th>Other</th>
<th>16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff</th>
<th>Fuel for route bus for summer school learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel for route bus for summer school learning</td>
<td>$ 5,000</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction</th>
<th>Full-Time Non-Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$ 15,000</td>
<td>$ -</td>
<td>$ 15,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
<table>
<thead>
<tr>
<th>Project Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Social Security Contributions</th>
<th>Description</th>
<th>Budgeted Amount</th>
<th>Source Code</th>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$1,148</td>
</tr>
<tr>
<td>480-1-137-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$23</td>
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<tr>
<td>480-1-138-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>1 Staff - 178 days</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$15,000</td>
</tr>
<tr>
<td>480-1-139-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$1,148</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Unemploymen t Compensation</td>
<td>Description</td>
<td>Amount</td>
<td>-</td>
<td>-</td>
<td>Amount</td>
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<tr>
<td>480-1-140-20210608</td>
<td></td>
<td></td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$ 23</td>
<td>-</td>
<td>$ 23</td>
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<tr>
<td>480-1-141-20210608</td>
<td></td>
<td></td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$ 15,000</td>
<td>-</td>
<td>$ 15,000</td>
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<tr>
<td>480-1-142-20210608</td>
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<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$ 1,148</td>
<td>-</td>
<td>$ 1,148</td>
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<tr>
<td>480-1-143-20210608</td>
<td></td>
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<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$ 23</td>
<td>-</td>
<td>$ 23</td>
<td>-</td>
</tr>
</tbody>
</table>

Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
<table>
<thead>
<tr>
<th>Description</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Full-Time Non-Certified Salaries</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addressing learning loss among students, including vulnerable populations</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$ 15,000</td>
<td>$ 1,148</td>
<td>$ 1,148</td>
<td>$ 1,148</td>
<td>$ 1,148</td>
<td>Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.</td>
</tr>
<tr>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$ 23</td>
<td>$ 23</td>
<td>$ 23</td>
<td>$ 23</td>
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<td>ID</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>1 Staff - 178 days instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$15,000</td>
<td>$ -</td>
<td>$15,000</td>
<td>$ -</td>
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</tr>
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<tr>
<td>480-1-148-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Social Security Contributions</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$1,148</td>
<td>$ -</td>
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<td>480-1-149-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Unemployment Compensation</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$23</td>
<td>$ -</td>
<td>$23</td>
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</table>

Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
<p>| 480-1-153-20210608 | Eligible Direct Allocation | Instruction | Full-Time Non-Certified Salaries | 12. Addressing learning loss among students, including vulnerable populations | 1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction. | $15,000 | - | $15,000 | - | - | 46-27-1000-1212-00 | Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction. |
| 480-1-154-20210608 | Eligible Direct Allocation | Instruction | Social Security Contributions | 12. Addressing learning loss among students, including vulnerable populations | Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction. | $1,148 | - | $1,148 | - | - | 46-27-1000-2200-00 |
| 480-1-155-20210608 | Eligible Direct Allocation | Instruction | Unemployment Compensation | 12. Addressing learning loss among students, including vulnerable populations | Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction. | $23 | - | $23 | - | - | 46-27-1000-2500-00 |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Social Security Contributions</th>
<th>Unemployment Compensation</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>1 Staff - 178 days Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>46-28-1000-2500-00</th>
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</thead>
<tbody>
<tr>
<td>$1,148</td>
<td>$-</td>
<td>$-</td>
<td>$1,148</td>
<td>Small group instruction for vulnerable student populations and assisting teachers in meeting student's academic needs through differentiated instruction.</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>46-28-1000-1212-00</td>
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<tr>
<td>$23</td>
<td>$-</td>
<td>$-</td>
<td>$23</td>
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Per narrative, ESSER II will be used in three areas to address learning loss and the needs of vulnerable student populations. First is summer and after school supplemental learning and engagement activities to address the academic and social-emotional needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Second is implementing evidence-based activities and assessments to accurately meet students' academic and social-emotional needs through progress monitoring and personalized instruction.
<p>| Eligible | Direct Allocation | Support Services (Students) | Full-Time Certified Salaries | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | 1 Nurse for 178 days Addressing unique needs of low income students. | $65,000 | $ - | $65,000 | $ - | $ - | 46-31-2100-1110-00 | Per applicant: The nurse will assist with coordinating a health services program including nursing care and health education for our most disadvantaged students and families. The services provided by the nurse are part of our plan to open and sustain the safe operation of schools by addressing the health impacts of COVID-19. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Eligible | Direct Allocation | Support Services (Students) | Social Security Contributions | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Addressing unique needs of low income students. | $4,973 | $ - | $4,973 | $ - | $ - | 46-31-2100-2200-00 |
| Eligible | Direct Allocation | Support Services (Students) | Unemployment Compensation | 16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff | Addressing unique needs of low income students. | $98 | $ - | $98 | $ - | $ - | 46-31-2100-2500-00 |</p>
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Other Supplies and Materials</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>Address student’s specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.</th>
<th>$98,396</th>
<th>$98,396</th>
<th>$98,396</th>
<th>$98,396</th>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Supplies and Materials</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Address student’s specific academic needs from loss of learning or exposure to content. Provides systematic and explicit differentiated instruction while monitoring progress and assessing growth and mastery of content.</td>
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<td>$4,045</td>
<td>$4,045</td>
<td>$4,045</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Out-of-District Travel</td>
<td>10. Providing mental health services and supports</td>
<td>ASCA Conference - Supports counselors and administrators in development and implementation of mental health MTSS process</td>
<td>$9,340</td>
<td>$9,340</td>
<td>$9,340</td>
<td>$9,340</td>
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<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Technology-Related Software</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Data Warehouse - district-wide data support for academic, social-emotional, and mental health MTSS</td>
<td>$85,000</td>
<td>$85,000</td>
<td>$85,000</td>
<td>$85,000</td>
<td>46-31-1000-7390-07</td>
</tr>
</tbody>
</table>

Per applicant, This line is for structured literacy instructional materials specifically targeting reading learning loss in grades 3-5 using a scaffolding approach with grade-level content. There are three types of scaffolds: resources for pre-teaching, embedded supports for students (i.e. children with disabilities, English learners, and those with unfinished learning), and formative assessments.

Per narrative, Our social worker and counselor student contacts increased from 11,850 to 26,404. Student populations disproportionately impacted were low income (3,780), English Learners (2,520), and students with disabilities (540). There are students who are duplicated in all three groups. The third area is activities and support that address the unique needs of vulnerable student populations including providing information and assistance to parents and families and addressing mental health needs.
| Eligible Direct Allocation | Instruction and Materials | Other Supplies and Materials | 12. Addressing learning loss among students, including vulnerable populations | Provides authentic Spanish text to enhance language learning for our ELL students. Our ELL population was greatly impacted by loss of learning during remote learning. These libraries expose our students to real world context, which will help their development of oral language, and improve their overall vocabulary acquisition and comprehension development. | $ 67,141 | $ 67,141 | $ - | $ - | $ - | 46-31-1000-6190-00 | Per applicant, These are books for grades 3-5 that provide stories in a real world context in Spanish. English Language learners experiencing learning loss benefit from strengthening their first language literacy skills which then transfers into self-confidence in tackling learning in English. Spanish Language Learners in a Dual Language program such as ours, also benefit by engaging with authentic Spanish text because it references real life experiences, which support linguistic connections between languages. |
Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Kismet-Southwestern Heights USD 483

Applicant / Mailing Address

| 17222 Mustang Road; Kismet, Ks. 67859

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dan Frisby

Applicant / Email Address of Owner, CEO, or Executive Director | dfrisby@usd483.net

Applicant / Phone Number | 620-563-7102 x-4101

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480726224

Applicant / Website Address (if applicable) | usd483.net

Fiscal Agent / Name (if applicable) | Melinda Justice

Fiscal Agent / Email (if applicable) | mjustice@usd483.net
### Application details

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<thead>
<tr>
<th>Full District Name</th>
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<tr>
<td>District Number</td>
<td>483</td>
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<tr>
<td>Mailing Address</td>
<td>Street Address</td>
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<td>Mailing Address</td>
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<td>Mailing Address</td>
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<tr>
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<td>Name</td>
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<td>Email Address</td>
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<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 | mjustice@usd483.net |

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 483 has seen a significant increase in social emotional issues for both students and staff. A staff survey, in which half of teachers responded, indicates that 65% of teachers feel that students are academically "behind". They also responded that the academic issues (51%) are slightly seen more than social/emotional issues (49%). Comments reveal that most emotional issues are described as immature behavior, such as self-management, responsible decision making, social awareness and motivation. Others indicated that students are more self-centered/focused, more anxious, stressed and lack coping skills and struggle to work appropriately in group settings. The majority of teachers (44%) felt the academic loss was significant. 34% felt the loss was normal, while 10% felt it was higher than expected. 7% felt the academic loss was low. Our district spent about $150,000 in the opening of school. Our district enrollment is 615.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes |

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.
USD 483 will plan to use the remaining ESSER I funds to pay overtime for staff, cost of full time substitute teachers, pay for COVID screening 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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district plans to use 10% of funds to purchase Chromebooks for students. Previously we have housed our Chromebooks in classrooms, which were shared by students. The pandemic has required that we cannot allow students to share items. We will continue to check out technology to individual students, while also creating a rotation and allowing outgoing seniors to be able to keep this technology. 22% is planned for purchasing digital interactive panels to increase student engagement in JH/HS classrooms. 5% will be used to purchase computer programs (Fastbridge) to assess student SEL concerns/needs, dyslexia, math and reading. Acellus will be for JH/HS students to be used as enrichment & credit recovery. 26% will be used to pay for a district social worker. This individual will work directly with our students, teachers, parents and communities to provide appropriate resources/needs. 17% for a teacher recruitment/retention plan in the form of a matching 403b retirement plan. It is widely known that the pandemic has created many to leave education and that teachers are difficult to find, as well as retain. This plan will help provide the district the ability to recruit and retain teachers for longevity. 3% will be used to add additional water bottle filling stations in schools. The pandemic required students to bring or schools to provide water bottles. 15% to pay for three full time district substitute teachers. As a result of the pandemic, the number of substitutes decreased dramatically. Our numbers went from twelve to two. We had to hire full time substitute teachers to be able to cover classes. 3% will be used to pay tutors at after school (Wednesday School) tutoring program. This program was created in an effort to catch students up academically following the closure of schools last year. 483 has continued plans for remaining funds.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will closely monitor student academic and social-emotional progress through the Fastbridge and Acellus programs. Needs of students will be addressed as part of the tiered system of supports, as well as at after school tutoring. The district social worker will also be involved to work with teachers, students and parents find useful/appropriate resources and strategies. Attendance and office referrals are other vehicles that will be used to track student engagement, as well as social-emotional needs/progress. The district will also monitor changes in the student's at-risk status. Academic progress/improvement will be further monitored through Wednesday School. Teacher recruitment/retention will be monitored by tracking the yearly number of openings and applicant numbers. The district will also survey teachers to access student engagement.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.
Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

ESSERII-ApplicationTemplate (156 KiB download)

**Local Education Agency (LEA) Assurances**

**Section I. General Grant Assurances for Federal Funds**

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of 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.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), including: CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under
“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature  |  Dan Frisby
Date  |  04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
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<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 ($)</th>
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<td>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Purchase student Chromebooks, interactive digital panels for classrooms and purchase SEL Fastbridge program as well as Acellus program for the JH/HS students.</td>
<td>$ 186,500</td>
<td>$ 186,500</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>how many devices to be purchased; Applicant responded via email (5/19/21): Part of the amount requested would purchase 135 Chromebooks and 27 ClearTouch interactive panels.</td>
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<td>Regular Certified Salaries</td>
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<td>Hire district social worker with counseling responsibilities</td>
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<td>$ -</td>
<td>$ 71,000</td>
<td>$ 71,000</td>
<td>$ -</td>
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<td>Information as it relates to COVID-19; Applicant responded via email: During this year we have seen a significant increase in social emotional issues in our students. This position would allow us to better serve our students, staff and families regarding mental health issues/concerns/counseling, as well as find proper community resources as needed. We have seen an increase in the number of families in need in many areas.</td>
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<td>Group Insurance</td>
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<td>$ 45,000</td>
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<td>relate to COVID-19; Applicant responded via email: There is a significant shortage of teachers in our state. Many have left the profession as a result of the stresses that have occurred during the pandemic. This plan would allow us to better recruit and retain teachers. It is a known fact that teachers tend to gravitate toward and stay in districts where they are better supported emotionally and financially. We want to hire for longevity. This plan would allow us to better do that.</td>
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<td>Instruction Salaries</td>
<td>Regular Certified Salaries</td>
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Provide additional information how it relates to COVID-19; Applicant responded via email: We initiated an after school academic program called Wednesday school. It was created to address the COVID learning loss or COVID academic slide from the shutdown last spring. Our teachers work with and tutor students in an effort to get students caught up or on grade level. These funds help pay those teachers for the time given outside of their regular daily requirements.

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<th>Regular Certified Salaries</th>
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Provide additional information how it relates to COVID-19; Applicant responded via email: When the pandemic began, we saw our district sub teacher pool drop from 12 to 2. We anticipated that there would be potential issues regarding teachers (positive or quarantines) and that we may not be able to cover it all. We hired three full time district subs. This allowed us to help cover teachers and to remain in person. I am convinced that we were able to remain in person all year because of our full time subs.

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<th>Support Services (Students)</th>
<th>PROPERTY</th>
<th>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</th>
<th>Purchase and install water bottle filling stations in schools</th>
<th>$10,038</th>
<th>$10,038</th>
<th>$-</th>
<th>$-</th>
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<th>$-</th>
<th>22300</th>
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Provide additional information how it relates to COVID-19; Applicant responded via email: We initiated an after school academic program called Wednesday school. It was created to address the COVID learning loss or COVID academic slide from the shutdown last spring. Our teachers work with and tutor students in an effort to get students caught up or on grade level. These funds help pay those teachers for the time given outside of their regular daily requirements.
Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type  |  Unified School District
Applicant / Entity Name  |  USD 489 Hays
Applicant / Mailing Address
|  323 West 12th, Hays KS 67601
Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Chris Hipp
Applicant / Email Address of Owner, CEO, or Executive Director  |  chipp@usd489.com
Applicant / Phone Number  |  785.623.2400

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)
Students experienced great loss since the beginning of the pandemic. We have seen the most learning loss in core academic areas but are equally concerned with the social emotional wellbeing of all PK-12 students. Students enrolled in PCR this school year have been impacted more than students that have attended on site throughout this school year (220 students). We anticipate a corresponding drop in state assessment participation and performance. Student have also been greatly impacted by the number of COVID related staff absences.

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remaining ESSER I funds are being spent on additional staff to accommodate PCR students, staff leave related to COVID and substitutes for staff utilizing COVID FFCRA leave.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.

- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
Funds will be used for the following purposes: improve instruction and reduce the impact of the pandemic, address learning loss through summer school and after school opportunities and by providing resources to principals to address the individual needs of each school, coordinate response efforts, provide mental health supports, purchase educational technology, and improve school facility to reduce risk of virus transmission and exposure.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to assess and monitor student academic and social emotional growth using established measures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](download) 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

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                 Chris Hipp

Date                                  04/29/2021

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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<tr>
<td>489-1-001-20210608</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>June 2021 and June 2022 Summer School Teachers - 25 Elem, 7 Middle School, 5 High School Teachers to address learning loss and lost instructional time due to COVID.</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>7-e-1006-110-0700-701</td>
<td>Paying June 2021 salaries after the new fiscal year (July 2021), summer school will serve 90 K-2 students, 82 Middle School, and 70 High school</td>
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<tr>
<td>489-1-002-20210608</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>Summer School Paras to address learning loss and lost instructional time due to COVID.</td>
<td>$1,400</td>
<td>$1,400</td>
<td>$1,400</td>
<td>$1,400</td>
<td>$1,400</td>
<td>7-e-1006-120-0700-701</td>
<td>3 paras for both June 2021 and June 2022- Paying June 2021 salaries after the new fiscal year (July 2021)</td>
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<tr>
<td>489-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Student Transportation Services</td>
<td>Student Transportation Services</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Student Transportation for summer 2021 &amp; 2022</td>
<td>$7,300</td>
<td>$7,300</td>
<td>$7,300</td>
<td>$7,300</td>
<td>$7,300</td>
<td>7-e-2700-510-0070-701</td>
<td>Paying after the new fiscal year (July 2021)</td>
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<td>489-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies for Summer School</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>7-e-1000-610-0200-701</td>
<td>General supplies for summer school, paying after the new fiscal year (July 2021)</td>
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<tr>
<td>489-1-005-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Books and Periodicals</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School instructional materials</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>7-e-1000-640-0201-701</td>
<td>Guided reading book sets (elementary) subscription to Flocabulary (middle school), credit recovery classes- Edgenuity for High School, Paying after the new fiscal year (July 2021)</td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Instructional Staff</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>2 KG Teachers and 1 HS Student Support teacher to address learning loss for incoming KG students and HS at risk high school students</td>
<td>$345,000</td>
<td>$ -</td>
<td>$170,000</td>
<td>$175,000</td>
<td>$ -</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>1 MTSS Coach to support tiered academic and SEL interventions pk-12 to address learning loss and lost instructional time due to COVID.</td>
<td>$131,300</td>
<td>$ -</td>
<td>$65,000</td>
<td>$66,300</td>
<td>$ -</td>
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<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Certified Salaries</td>
<td>2. Coordination of COVID-19 preparedness and response efforts</td>
<td>1 nurse and 1 community outreach specialist to support ongoing covid related intervention communication</td>
<td>$262,600</td>
<td>$ -</td>
<td>$130,000</td>
<td>$132,600</td>
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<td>Direct Allocation</td>
<td>Instruction Services</td>
<td>Books and Periodicals</td>
<td>Computers and Related Equipment</td>
<td>Software</td>
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<tr>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Elementary classroom books to increase classroom libraries to address literacy needs for all students including sped and ell.</td>
<td>To keep the students in cohorts to mitigate the spread of Covid, materials are needed in each classroom since communal places cannot be used. I.E. Library was held in each classroom instead of library and books were not checked out by students. Materials need to be available in each classroom to allow for continued learning.</td>
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<td>$34,750</td>
<td>$20,750</td>
<td>$7,000</td>
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<td>$1,452,168</td>
<td>$-</td>
<td>$58,400</td>
<td>$59,568</td>
<td>$-</td>
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</tbody>
</table>

- Educlimber, Zello, Lexia and FastBridge to support learning loss due to COVID through MTSS targeted intervention
- Software to support instructional activities used to close achievement gap created by COVID
- 4 laptops for the new KG teachers, HS support teacher, and MTSS coach
| Eligible Direct Allocation | Instruction Software | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Canvas and SeeSaw Lms softwares to connect home and school when students have to quarantine. | $47,502 | $ - | $23,400 | $24,102 | 7-e-1000-653-0100-701 | Software to support instructional activities used to close achievement gap created by COVID. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.

| Eligible Direct Allocation | Support Services (Students) Regular Certified Salaries | 10. Providing mental health services and supports | BSEL support and interventionist for elementary schools. Students have a lack of social development due to being out of the classroom for so long. All schools are seeing an increase in social emotional behaviors due to remote/hybrid learning. | $131,300 | $ - | $65,000 | $66,300 | 7-e-2100-110-0702-701 | Behavior support- district has seen an increase in social emotional concerns due to remote/hybrid learning and COVID.

<p>| Eligible Direct Allocation | Instruction Regular Non-Certified Salaries | 3. Providing principals and other school leaders with resources to address individual school needs | seven 1st grade classroom aides to support academic and sel learning loss in earlychildhood students resulting from pandemic | $157,000 | $ - | $77,000 | $80,000 | 7-e-1001-120-0700-701 | Kindergarten students need support moving forward, as they are missed classroom time during their kindergarten year. Additional support for those transitioning to 1st grade. |</p>
<table>
<thead>
<tr>
<th>Program Code</th>
<th>Eligible Direct Allocation</th>
<th>Instruction</th>
<th>Professional Employee Training and Development Services</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>Corwin Visible Learning and LTRS Staff training to improve instruction and address learning loss caused by COVID in all students</th>
<th>$ 80,000</th>
<th>$ -</th>
<th>$ 40,000</th>
<th>$ 40,000</th>
<th>$ -</th>
<th>7-e-1000-330-0100-701</th>
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<tr>
<td>489-1-015-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Instruction</td>
<td>Professional Employee Training and Development 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>Replace fixed and sealed windows with opening windows to allow for classroom ventilation in two elementary buildings</td>
<td>$ 222,831</td>
<td>$ -</td>
<td>$ 222,831</td>
<td>$ -</td>
<td>$ -</td>
<td>7-e-4700-450-0000-701</td>
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</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 | Unified School District 497
Applicant / Mailing Address
110 McDonald Drive
Applicant / First and Last Name of Owner, CEO, or Executive Director | Kathy Johnson
Applicant / Email Address of Owner, CEO, or Executive Director | kjohnson@usd497.org
Applicant / Phone Number | 7853302376

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)
USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic data from district common assessments, grades, and academic screenings indicated that 48.21% of students are academically at-risk due to the impact of the pandemic. More than 36% of students were identified as at-risk socially and emotionally based on data in our Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE), discipline incidents, and attendance. When we examine certain populations (socioeconomic status, race/ethnicity, special education, and English language learners), we have determined that 12.8% of our student population have multiple factors that increase risk to negative outcomes due to the pandemic. When looking at individual schools, we see impacts to at-risk populations as high as 76.1%. COVID-19 had a financial impact on the school district due to a significant decrease in enrollment of 647.9 FTE. The district was in a remote and/or hybrid learning environment through most of the school year. In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remote Teachers - to support distance learning through the balance of the school year; Air Purifiers and PPE for staff and students, summer learning and instructional resources for multi-tier interventions needed as a result of the pandemic, for all students including the disadvantaged and special education.
Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.
Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 497 proposes to use the ESSER II district allocation for Elementary, MS and HS Summer Learning with a curriculum focus on identified priority standards in reading, ELA and math, targeting students that have been assessed and data supports the need. Social and emotional learning will be incorporated into all summer learning experiences. HS will also support credit recovery at all grade levels. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher. This position will also be accountable for monitoring and showing student progress on state standards. Research tells us that job-embedded, ongoing professional learning is most effective in supporting teachers and promoting student achievement and success. Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content. COVID has created lots of health service needs, a dedicated nursing position for the purpose training and support to sta.

Certified Teachers will be compensated based on documented time, for duties required of them by COVID during remote and hybrid learning as a result the pandemic. And finally air quality will be addressed, making improvements were identified areas of concern are determined.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

With summer learning, planned pre/post assessments are planned to determine student needs and growth. Academic Interventionists will use district common assessment, AimsWebPlus and grades, for Social and Emotional learning, discipline data, Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) and attendance. Looking at the data across all demographics including lunch status, race/ethnicity, SPED and ELL status. Facilities will be addressed based on inspection report, and when project is complete, inspection should share results of increased air quality in the spaces upgraded. COVID Nursing and health services support will reflect systems and training is in place and followed for COVID and other health protocols. Compliance of reporting for COVID outbreaks, other restrictions and orders, will be being followed.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.
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:
- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES
SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Katharine s. Johnson
Date | 05/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<table>
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<th>Expenditure ID</th>
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<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>
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<th>Budgeted Expenditures in SFY 2021 ($)</th>
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<td>Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.</td>
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Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
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</table>

Per narrative, USD 497 compiled data from three domains: academic, social and emotional, and demographics, to determine the impacts of COVID-19. Academic Interventionist positions are planned for fiscal year 2021-2022. Positions will be filled by certified teachers assigned to buildings for math and reading instruction based on specific student data and student remedial needs. These positions would push into classrooms using high impact instructional strategies (HITS) alongside the classroom teacher.
<p>| ID          | Eligible Direct Allocation | Instruction | General Supplies and Materials | 3. Providing principals and other school leaders with resources to address individual school needs | Resources for schools to address principal identified needs of a building related to the pandemic. | $ 674,481 | $ 174,481 | $ 250,000 | $ 250,000 | $ - | 6121IN00000 | Per applicant, this is set aside amounts for continued requests by buildings of PPE, Signage, Disinfectents, plexiglass. Future years 2022 and 2023 are set asides for unknowns. Also, verified with the applicant the understanding any usage must be pandemic/COVID related. Discussed option to amend plan later if funds not utilized. |
|------------|---------------------------|-------------|--------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-----------|-----------------|
| 497-1-018-20210608 | Eligible Direct Allocation | Instruction | Regular Certified Salaries | 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities | Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required. | $ 480,368 | $ - | $ 480,368 | $ - | $ - | 6121IN00000 | Per applicant, this will be based on documented time, we have a log that staff will be required to complete and it will be reviewed and certified by staff and administrator to ensure it is appropriate and pandemic related. Our district was remote for most of the fall and then Hybrid for most of the school year, until late March. Teachers with remote and Hybrid learning were spending extra time to create packets of remote learning instruction, videos, and other adaptations necessary for remote learners vs. in person. Additionally staff incur additional time when working in dual learning modes for students who have to be remote due to quarantine. Verified with the applicant this is not intended for all staff and there is no set amount for staff, but rather, this is only for documented, verified additional duties above and beyond negotiated agreements or regular responsibilities. |
| 497-1-019-20210608 | Eligible Direct Allocation | Instruction | Social Security Contributions | 15. Developing strategies and implementing public health protocols for the reopening | Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required. | $ 36,749 | $ - | $ 36,749 | $ - | $ - | 6121IN00000 | |</p>
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Other Employee Benefits</th>
<th>15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities</th>
<th>Payments for additional staff duties that are due to additional COVID-19 related duties. Support documentation required.</th>
</tr>
</thead>
</table>
|                           |                                   | $2,883 $- $2,883 $- $2,883 $- $2,883 $- 6121IN000 | Per narrative, Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content.

<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Support Services (Students) Regular Certified Salaries</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</th>
</tr>
</thead>
</table>
|                           |                                               | $101,735 $- $101,735 $- $101,735 $- $101,735 $- 6121IN000 | Per narrative, Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content.
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Support Services (Students)</th>
<th>Group Insurance</th>
<th>Social Security Contributions</th>
<th>Other Employee Benefits</th>
<th>3. Providing principals and other school leaders with resources to address individual school needs</th>
<th>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</th>
<th>$13,131</th>
<th>$ -</th>
<th>$13,131</th>
<th>$ -</th>
<th>$ -</th>
<th>6121551300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</td>
<td>$7,783</td>
<td>$ -</td>
<td>$7,783</td>
<td>$ -</td>
<td>$ -</td>
<td>6121551300</td>
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<td></td>
</tr>
<tr>
<td>Eligible Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Other Employee Benefits</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Provide support for social and emotional growth of students. Activities include mental health support for students in partnership with special education and student services department, providing comprehensive support through evidenced-based practices to address the needs of all students, including students with disabilities.</td>
<td>$2,351</td>
<td>$ -</td>
<td>$2,351</td>
<td>$ -</td>
<td>$ -</td>
<td>6121551300</td>
<td></td>
<td></td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Regular Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.</td>
<td>$101,735</td>
<td>$101,735</td>
<td>$6121IS1300</td>
<td>6121IS1300</td>
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<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Instructional Staff)</td>
<td>Group Insurance</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers.</td>
<td>$13,131</td>
<td>$13,131</td>
<td>$6121IS1300</td>
<td>6121IS1300</td>
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</tbody>
</table>

Per narrative, Funds will be used to support the social and emotional growth of students by providing job-embedded professional development for teachers. District data has identified a high percentage of students at-risk due to social and emotional learning deficits during the COVID-19 pandemic. These activities will support teachers' awareness of their own social and emotional health, as well as the social and emotional health of their students through the use of specific strategies within the classroom to deliver explicit social skills instruction and social and emotional learning presented in tandem with academic content.
<p>| 497-1-027-20210608 | Eligible | Direct Allocation | Support Services (Instructional Staff) | Social Security Contributions | 3. Providing principals and other school leaders with resources to address individual school needs | Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers. | $7,783 | $- | $7,783 | $- | $- | 6121IS1300 |
| 497-1-028-20210608 | Eligible | Direct Allocation | Support Services (Instructional Staff) | Other Employee Benefits | 3. Providing principals and other school leaders with resources to address individual school needs | Provide certified staff to support teachers' awareness of their own social and emotional health, and support social and emotional growth of students by providing job-embedded professional development for teachers. | $2,351 | $- | $2,351 | $- | $- | 6121IS1300 |
| 497-1-029-20210608 | Eligible | Direct Allocation | Support Services (Students) | Regular Certified Salaries | 15. Developing strategies and implementing public health protocols for | Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff. | $52,631 | $- | $52,631 | $- | $- | 6121NU0000 |
| 497-1-030-20210608 | Eligible | Direct Allocation | Support Services (Students) | Group Insurance | 15. Developing strategies and implementing public health protocols for | Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff. | $6,793 | $- | $6,793 | $- | $- | 6121NU0000 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Support Services (Students)</th>
<th>Social Security Contributions</th>
<th>Eligible Support Services (Students)</th>
<th>Other Employee Benefits</th>
<th>General Supplies and Materials</th>
<th>Supplies for COVID dedicated nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>497-1-031-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>Eligible Support Services (Students)</td>
<td>Other Employee Benefits</td>
<td>General Supplies and Materials</td>
<td>Supplies for COVID dedicated nurse</td>
</tr>
<tr>
<td>497-1-032-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Other Employee Benefits</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials</td>
<td>Supplies for COVID dedicated nurse</td>
</tr>
<tr>
<td>497-1-033-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>General Supplies and Materials</td>
<td>Supplies for COVID dedicated nurse</td>
</tr>
</tbody>
</table>

497-1-031-20210608

Eligible Direct Allocation Support Services (Students) Social Security Contributions 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff. $4,027 $ - $ 4,027 $ - $ - 6121NU 0000

497-1-032-20210608

Eligible Direct Allocation Support Services (Students) Other Employee Benefits 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities Dedicated Nurse - responsible for compliance with governmental orders, develop procedures and systems for prevention and response to COVID19. Provide necessary training to staff. $1,217 $ - $ 1,217 $ - $ - 6121NU 0000

497-1-033-20210608

Eligible Direct Allocation Support Services (Students) General Supplies and Materials 15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities Supplies for COVID dedicated nurse $332 $ - $ 332 $ - $ - 6121NU 0000
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction and General Supplies and Materials</th>
<th>PPE and related supplies</th>
<th>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.</th>
<th>$75,000</th>
<th>$25,000</th>
<th>$50,000</th>
<th>$-</th>
<th>$-</th>
<th>6121IN0000</th>
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</thead>
<tbody>
<tr>
<td>Eligible Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Air purifiers</td>
<td>Per narrative, In response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.</td>
<td>$399,500</td>
<td>$399,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>6120OM0000</td>
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<tr>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>General Supplies and Materials</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Repair and Maintenance Services</td>
<td>Repairs and Maintenance Services</td>
<td>Repairs and Maintenance Services</td>
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<tr>
<td>Eligible 497-1-036-20210608</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Replacement air filters for ESSER purchased air purifiers</td>
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</table>

Per narrative, in response to the impacts of COVID-19 USD 497 worked with consultants to elevate HVAC systems and operational efficiencies of HVAC systems to maximize the quantity of fresh air provided. To provide a safe environment USD 497 placed HEPA air filters in spaces used by staff and students. Evaluation of our HVAC systems identified system alterations/upgrades to improve efficiencies and increase the levels of fresh air supplied. Funding will support the placement of stand-alone HEPA air filters and improvements to district HVAC systems. Allowable if CDC guidelines are met.
<table>
<thead>
<tr>
<th>Line Item</th>
<th>Eligible Direct Allocation Instruction</th>
<th>Regular Certified Salaries</th>
<th>11A. Planning and implementing summer learning or enrichment programs</th>
<th>Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.</th>
<th>$396,765</th>
<th>$132,255</th>
<th>$132,255</th>
<th>$132,255</th>
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<tbody>
<tr>
<td>497-1-038-20210608</td>
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<tr>
<td>497-1-039-20210608</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.</td>
<td>$17,472</td>
<td>$5,824</td>
<td>$5,824</td>
<td>$5,824</td>
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<td>See line-item 497-1-039-20210608 for description.</td>
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<tr>
<td>497-1-040-20210608</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.</td>
<td>$31,716</td>
<td>$10,572</td>
<td>$10,572</td>
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<td>See line-item 497-1-039-20210608 for description.</td>
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<tr>
<td>497-1-041-20210608</td>
<td>Eligible Direct Allocation Instruction</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Staff to provide Elementary Summer Learning, focusing on priority standards in both reading and math and social and emotional learning.</td>
<td>$2,538</td>
<td>$846</td>
<td>$846</td>
<td>$846</td>
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<td>See line-item 497-1-039-20210608 for description.</td>
</tr>
<tr>
<td>Line Item</td>
<td>Direct Allocation</td>
<td>Instruction Services</td>
<td>General Supplies and Materials</td>
<td>Supplies for Elementary Summer Learning</td>
<td>Planning and implementing summer learning or enrichment programs</td>
<td>Elementary Administrative support to provide summer learning opportunities</td>
<td>Other Employee Benefits</td>
<td>Other Employee Benefits</td>
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<td>497-1-042-20210608</td>
<td>Eligible</td>
<td>Direct</td>
<td>Instruction</td>
<td>General</td>
<td>Supplies and</td>
<td>Supplies for Elementary Summer</td>
<td>$16,500</td>
<td>$5,500</td>
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<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Support</td>
<td>Services (School Administration)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Elementary Administrative support to provide summer learning opportunities</td>
<td>$85,680</td>
<td>$28,560</td>
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<td>Eligible</td>
<td>Direct</td>
<td>Allocation</td>
<td>Support</td>
<td>Services (School Administration)</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Elementary Administrative support to provide summer learning opportunities</td>
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<td>$7,140</td>
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<td>Direct</td>
<td>Allocation</td>
<td>Support</td>
<td>Services (School Administration)</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Elementary Administrative support to provide summer learning opportunities</td>
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<tr>
<td>497-1-046-20210608</td>
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<td>Direct</td>
<td>Allocation</td>
<td>Support</td>
<td>Services (School Administration)</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Elementary Administrative support to provide summer learning opportunities</td>
<td>$714</td>
<td>$238</td>
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<td>497-1-047-20210608</td>
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<td>Direct</td>
<td>Allocation</td>
<td>Support</td>
<td>Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Nursing services for elementary students attending summer school</td>
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<td>Code</td>
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<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Nursing services for elementary students attending summer school</td>
<td>Counseling services for elementary students attending summer school</td>
<td>Other Employee Benefits</td>
<td>Other Employee Benefits</td>
<td>Social Security Contributions</td>
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<td>Direct Allocation</td>
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<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Nursing services for elementary students attending summer school</td>
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<td>See line-item 497-1-039-20210608 for description.</td>
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<td>Support Services (Students)</td>
<td>Other Employee Benefits</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Nursing services for elementary students attending summer school</td>
<td></td>
<td>See line-item 497-1-039-20210608 for description.</td>
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<td>$168 $56 $56 $56</td>
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<tr>
<td>497-1-050-</td>
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<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Counseling services for elementary students attending summer school</td>
<td></td>
<td>See line-item 497-1-039-20210608 for description.</td>
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<td>$11,316 $11,316</td>
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<tr>
<td>497-1-051-</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>Social Security Contributions</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Counseling services for elementary students attending summer school</td>
<td></td>
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See line-item 497-1-039-20210608 for description.

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<tr>
<td>497-1-054-20210608</td>
<td>Direct Allocation</td>
<td>Instruction Regular Certified Salaries</td>
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Per applicant, June 7-July 2 Each of the Next Three Summers 2021;2022;2023 For 2021 Classes M-R 8:30-11:30 Grades 5-7 (8th will be in HS) 2 Summer Learning Sites; up to 40 Staff CE/CL, this will ultimately be driven by enrollment; One Administrator and one Administrative Assistant per site. Nurse and counselor will be available. Staff are paid their hourly rate. There is a shuttle that will assist with transporting students where needed. Anticipating enrollment for 250, enrollment is open currently, final enrollment is yet to be determined. Curricular focus on identified Math and ELA priority standards, Interest based courses with SEL incorporated into all summer learning experiences.

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Type</th>
<th>Description</th>
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<tr>
<td>497-1-055-20210608</td>
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See line-item 497-1-054-20210608 for description.

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See line-item 497-1-054-20210608 for description.
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<th>11A. Planning and implementin g summer learning or enrichment programs</th>
<th>11A. Planning and implementin g summer learning or enrichment programs</th>
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See line-item 497-1-054-20210608 for description.
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Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District
Applicant / Entity Name | USD 498 Valley Heights
Applicant / Mailing Address
P.O. Box 89
Waterville, KS 66548
Applicant / First and Last Name of Owner, CEO, or Executive Director | Melissa Kennedy
Applicant / Email Address of Owner, CEO, or Executive Director | mkennedy@valleyheights.org
Applicant / Phone Number | 785-363-2398

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 480724652
Applicant / Website Address (if applicable) | www.valleyheights.org

Application details
USD 498 students have been impacted by COVID-19 emotionally and socially. Students have lost learning opportunities because they were remote learning last year and part of this year. The emotional impact on our students has been devastating to the point that one of our students committed suicide.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER I Sped funds will be used for social/emotional curriculum and/or supports.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.


- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
We want to extend our services with PowerSchool to include the on-line enrollment piece. This will allow us to conduct enrollment virtually and afford parents the opportunity to do it conveniently and from the safety of their homes while minimizing contact and exposure to coronavirus.

Hiring a Community Outreach and Family Advocate and with a Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families by providing concrete resources that build protective factors and optimize success.

Cleaning, sterilizing and disinfecting supplies and having to hire another full time custodian to provide extra cleaning and disinfecting protocols last year.

New teacher laptops that include updated webcams, have an extended battery life, provide increased storage for planning and teaching resources, and enhanced adaptive capabilities will greatly increase their ability to teach remotely.

Elementary Counselor that will meet the counseling and mental health needs in our elementary buildings.

We will hire two additional staff members at the junior/senior high to work with our students who have suffered significant learning loss throughout COVID 19.

USD 498 will be hosting summer extended learning opportunities for all students from kindergarten through 11th grade. This will help us not only address learning loss in our students, but also ensure that our low income students have access to a structured and academically rich environment throughout the summer months.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

To determine the impact of our ESSER II district allocation, several data sources will be used. Most notably, our Fastbridge test scores in the fall. This would show us the impact of additional resources to address the learning loss of our students, including human resources, enhanced technological abilities for our staff, and additional programming for our most at-risk students. Another huge determinant will be the decrease of referrals for social/emotional needs that has prompted us to increase our mental health supports. Increased home visits and referrals for resources will determine the impact of our family advocate along with the Mobile Resource Center in meeting the varied physical and emotional needs of our students and their families. My Saebers, which is the Fastbridge screener of social and emotional behavior/needs will also provide us with beneficial data to determine the impact of ESSER II funding and expenditures.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.
Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:


Discrimination on the basis of 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))

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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature │ Melissa Kennedy

Date │ 04/29/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>
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<td>Regular Certified Salaries</td>
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<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>Hired extra custodial staff to implement health protocols.</td>
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<td>10. Providing mental health services and supports</td>
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<td>Elementary Counselor to address the social/emotional needs in the Elementary caused by the COVID pandemic and remote learning.</td>
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<td>Elementary Counselor to address the social/emotional supports in the Elementary caused by the COVID pandemic and remote learning.</td>
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<tr>
<td>498-1-012-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Guidance Services</td>
<td>$15</td>
<td>$-</td>
<td>$15</td>
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<td>Unemployment Compensation</td>
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<td></td>
<td>10. Providing mental health services and supports</td>
<td>$15</td>
<td>$-</td>
<td>$15</td>
<td></td>
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<td>Elementary Counselor to address the social/emotional supports in the Elementary caused by the COVID pandemic and remote learning.</td>
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</tbody>
</table>

Notes:
- Health Benefits for extra custodian
- Full time, but some of the salary comes from Title I.
- Elementary School Counselor Social Security (phone call 5/13/2021)
- Elementary School Counselor Unemployment (phone call 5/13/2021)
<p>| Direct Allocation | Social Work Services | Social Security Contributions | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. He MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success. | $23,175 | - | $23,175 | - | 80-2113-120-00 | Family Advocate (20 hours per week) |
| Direct Allocation | Social Work Services | Social Security Contributions | 4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery | Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. He MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success. | $1,773 | - | $1,773 | - | 80-2113-220-00 | Family Advocate (20 hours per week) Social Security |</p>
<table>
<thead>
<tr>
<th>498-1-015-20210608</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Social Work Services</th>
<th>Unemploym ent Compensati on</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 delivery</th>
<th>Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. He MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.</th>
<th>$23</th>
<th>$ -</th>
<th>$23</th>
<th>$ -</th>
<th>$ -</th>
<th>80-2113-260-00</th>
<th>Family Advocate (20 hours per week) Unemployment</th>
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<tr>
<td>498-1-016-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Work Services</td>
<td>Health Benefits</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>Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. He MFRC helps address and alleviate the mental health needs of students and their families caused by COVID by providing concrete resources that build protective factors and optimize success.</td>
<td>$9,100</td>
<td>$ -</td>
<td>$9,100</td>
<td>$ -</td>
<td>$ -</td>
<td>80-2113-280-00</td>
<td>Family Advocate (20 hours per week) Health benefits</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (General Administration)</td>
<td>Software Services</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>PowerSchool Online Enrollment System</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>-</td>
<td>80-2300-444-00</td>
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<tr>
<td></td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>Cleaning Supplies and Chemicals</td>
<td>7. Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>Cleaning, sterilizing and disinfecting supplies</td>
<td>$</td>
<td>11,681</td>
<td>$</td>
<td>6,681</td>
<td>$</td>
<td>5,000</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (Including Software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Laptops for staff</td>
<td>$</td>
<td>74,316</td>
<td>$</td>
<td>-</td>
<td>$</td>
<td>74,316</td>
<td>-</td>
<td></td>
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</tbody>
</table>
|         |                  |                                           |                   |                                                                                                  |                                      | $ | - | $ | - | $ | - | 80-1000-736-00 | Using powerschool to go to online (paperless) enrollment to mitigate the spread of COVID (phone call 5/13/2021)
<table>
<thead>
<tr>
<th>Eligible Direct Allocation</th>
<th>Instruction Supplies-Technology Related</th>
<th>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</th>
<th>Software for district for online learning</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>80-1000-650-00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Software for district for online learning</td>
<td>$8,214</td>
<td>-</td>
<td>$8,214</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>498-1-021-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Regular Certified Salaries</td>
<td>Summer School Teachers for grades K-12 to address learning loss caused by COVID</td>
<td>$1,060</td>
<td>-</td>
<td>$1,060</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Teachers for grades K-12 to address learning loss caused by COVID</td>
<td>$1,060</td>
<td>-</td>
<td>$1,060</td>
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<td></td>
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<td>Summer School Teachers for grades K-12 to address learning loss caused by COVID</td>
<td>$1,060</td>
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<td>$1,060</td>
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<td>-</td>
</tr>
<tr>
<td>498-1-022-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Regular Non-Certified Salaries</td>
<td>Summer School Paras for K-12 to address learning loss caused by COVID</td>
<td>$800</td>
<td>-</td>
<td>$800</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Paras for K-12 to address learning loss caused by COVID</td>
<td>$800</td>
<td>-</td>
<td>$800</td>
<td>-</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Summer School Paras for K-12 to address learning loss caused by COVID</td>
<td>$800</td>
<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>498-1-023-20210608</td>
<td>Eligible Direct Allocation</td>
<td>Social Security Contributions</td>
<td>Summer School Staff for K-12 to address learning loss caused by COVID</td>
<td>$135</td>
<td>-</td>
<td>$135</td>
<td>-</td>
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<tr>
<td></td>
<td></td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer School Staff for K-12 to address learning loss caused by COVID</td>
<td>$135</td>
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<td></td>
<td>Summer School Staff for K-12 to address learning loss caused by COVID</td>
<td>$135</td>
<td>-</td>
<td>$135</td>
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Google License is $5.00 per student. FileWave Software $3,762, Securly Filtering for Student iPads is $2,566.67. Google allows an increase in communication, which is essential to addressing the learning loss caused by COVID. FileWave Software manages security, programs, and apps on mobile student devices when a student has to be quarantined due to exposure to COVID. Securly filtering is used to monitor student internet and email usage and search for key words that could indicate a student experience mental health issues. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Unemployment Compensation</th>
<th>Summer School Staff for K-12 to address learning loss caused by COVID</th>
<th>$</th>
<th>5</th>
<th>$</th>
<th>$</th>
<th>$</th>
<th>80-1000-260-01</th>
<th>Unemployment for summer school (15 students at JR/SR High, 45 at elementary)</th>
</tr>
</thead>
</table>

- **Eligible**: Yes
- **Direct Allocation**: Yes
- **Instruction**: Planning and implementing summer learning or enrichment programs
- **Unemployment Compensation**: $5
- **Summer School Staff for K-12 to address learning loss caused by COVID**: $5
- **Cost**: $80-1000-260-01

Unemployment for summer school (15 students at JR/SR High, 45 at elementary)
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.

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.

- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: “Developing strategies and implementing public health protocols for the reopening and operation of school facilities,” identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.
Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.

ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas.

Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.
Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

### Local Education Agency (LEA) Assurances

#### Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

- The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;
- The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

  34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

  (a) A State and a subgrantee shall comply with the following statutes and regulations:

  - Discrimination on the basis of 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:

- §200.302 Financial management.
- §200.303 Internal controls.
- §200.305 Payment.
- §200.313 Equipment.
- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;
- 2 CFR 200 Subpart E: Cost Principles:
  - §200.403 Factors affecting allowability of costs.
  - §200.404 Reasonable costs.
  - §200.405 Allocable costs.
  - §200.413 Direct costs.
  - §200.415 Required certifications.
  - §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants’ Responsibilities and makes the following certification by signing this application:
The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.
This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:
Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational
Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et
seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical
Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless
Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial
public health departments, and other relevant agencies, to improve coordinated responses among such entities to
prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual
schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial
and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service
delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local
educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of
infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such
agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to
provide technology for online learning to all students, how to provide guidance for carrying out requirements under the
Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can
continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the
local educational agency that aids in regular and substantive educational interaction between students and their
classroom instructors, including low-income students and students with disabilities, which may include assistive
technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including
providing classroom instruction or online learning during the summer months and addressing the needs of low income
students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children
in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial
and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational
agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess
students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating
instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing
information and assistance to parents and families on how they can effectively support students, including in a distance
learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure
to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school
facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification
and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and
continuing to employ existing staff of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and
Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations
Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES
SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under
“Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Trey Moeller
Date | 04/30/2021

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>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>499-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)</td>
<td>$124,750</td>
<td>$31,750</td>
<td>$38,000</td>
<td>$40,000</td>
<td>$15,000</td>
<td>38</td>
<td>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 weeklong 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.</td>
</tr>
<tr>
<td>499-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (3 FTE aids)</td>
<td>$24,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$-</td>
<td>38</td>
<td>See line 499-1-001-20210608 for more information.</td>
</tr>
<tr>
<td>Code</td>
<td>Grant Year</td>
<td>Category</td>
<td>Subcategory</td>
<td>Description</td>
<td>Budget Details</td>
<td>Notes</td>
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<tr>
<td>499-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Full-Time Non-Certified Salaries 11A. Planning and implementing summer learning or enrichment programs Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (2 routes)</td>
<td>$ 41,000</td>
<td><strong>See line 499-1-001-20210608 for more information.</strong></td>
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</tr>
<tr>
<td>499-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Counseling Services</td>
<td>Software 10. Providing mental health services and supports MS HS SEL Curriculum and Data Collection, Analysis (Panorama): Panorama allows the district to survey SEL of students and staff, collect and analyze data, and provide targeted interventions.</td>
<td>$ 45,000</td>
<td><strong>See line 499-1-004-20210608 for more information.</strong></td>
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<tr>
<td>499-1-005-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Social Work Services</td>
<td>Student Services 10. Providing mental health services and supports Licensed Counseling Services to include but not limited to contracted services with SRMH for Licensed counseling: Increases our LPC contracted services with SRMH for our students with higher levels of trauma and in need of more intensive SEL interventions.</td>
<td>$ 40,000</td>
<td><strong>See line 499-1-005-20210608 for more information.</strong></td>
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</tbody>
</table>
### 8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements

**Greenbush EdTech:** Technical support necessary to provide digitally organized instruction and remote learning capabilities

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,800</td>
<td>$600</td>
<td>$600</td>
<td>$600</td>
<td></td>
</tr>
</tbody>
</table>

Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age. ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

### 499-1-006-20210608

<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction and Curriculum Development Services Other Supplies and Materials</th>
<th>Greenbush EdTech: Technical support necessary to provide digitally organized instruction and remote learning capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,800</td>
<td>$600</td>
</tr>
</tbody>
</table>

### 499-1-007-20210608

<table>
<thead>
<tr>
<th>Eligible Direct Allocation Instruction Programs Improvement Services</th>
<th>Greenbush (School Improvement Services): Resources are provided for PD, KESA and curriculum. Structured reading and math instruction will be areas of focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$32,330</td>
<td>$10,740</td>
</tr>
</tbody>
</table>

Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.

### 499-1-008-20210608

<table>
<thead>
<tr>
<th>Eligible Direct Allocation Office of the Superintendent Services Technical Services</th>
<th>Greenbush (Administrative Services): Support for planning and implementing COVID-19 response for academic and SEL challenges we face</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,050</td>
<td>$1,350</td>
</tr>
</tbody>
</table>

Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.
<table>
<thead>
<tr>
<th>Code</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Technical Services</th>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
</table>
| 499-1-009-20210608 | Eligible | Direct Allocation | Instruction | Technical Services | 10. Providing mental health services and supports
Greenbush (Crisis Prevention and Response Services): The partnership increases support for our district counselors to help meet the needs of students and teachers in times of district crisis. | $7,350  
$2,450  
$2,450  
$2,450  
$-  
$-  
$38 |
| 499-1-010-20210608 | Eligible | Direct Allocation | Instruction | Software           | 8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and Software etc Canvas, Edgenuity, etc.: Tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we face | $73,000  
$13,000  
$30,000  
$30,000  
$-  
$-  
$38 |
| 499-1-011-20210608 | Eligible | Direct Allocation | Instruction | Software           | 12. Addressing learning loss among students, including vulnerable populations
MTSS resources focused on literacy and mathematics: Data collected after remote instruction highlighted that our students are not achieving at high levels and evidence-based instructional resources need to be added to meet learning standards. | $38,000  
$15,000  
$23,000  
$-  
$-  
$38 |

Per narrative, Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.
<table>
<thead>
<tr>
<th>499-1-012-20210608</th>
<th>Eligible Direct Allocation</th>
<th>Instructional Salaries</th>
<th>Full-Time Certified Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>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.</td>
<td>$356,782</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Per narrative, ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age.
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

| Applicant / Entity Name | Mike McDermeit |

Applicant / Mailing Address

401 Sunnyside Dr.
Lewis, Ks. 67552

Applicant / First and Last Name of Owner, CEO, or Executive Director

Mike McDermeit

Applicant / Email Address of Owner, CEO, or Executive Director

mike.mcdermeit@usd502.com

Applicant / Phone Number

620-324-5547

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)

48-0724957

Applicant / Website Address (if applicable)

USD502.com
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Lewis serves Pre-K thru 6th grade. 7th-12 grade attend USD #351 Macksville. Longitudinal data from STAR Reading and Math assessment for 2nd-6th grade, when compared to previous years improvement, show an average percentile rank decline of 25% for Reading and 23.6% decline for Math when comparing the 2019-20 scores to 2020-21 scores. Our Pre-K students have also been negatively impacted disproportionally because of the high number of English Language Learners in our district. 50% of our students enrolled in 3 year old pre-k or 4 year old pre-k speak little to no English in the household prior to attending our school. This not only affects the student but also the parent partnerships we are trying to establish. One of our KESA goals includes parent engagement. The pandemic response with no parents allowed in the school, at activities, etc. has been a setback in fostering and building strong relationships.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.
USD #502 will utilize the remainder of the ESSER I funds ($7,426) to begin our Summer Enrichment Activities that focus on Reading/Math recovery, as well as parent engagement. SPED funds are sent to the South Central Kansas Special Education Cooperative for distribution by them.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

9. A. We want to add a para-professional to our staff that will focus on Reading and Math Improvement for at-risk students in K-6th grade for next year with the intention of funding the position with ESSER funds for 2 additional years.
   B. We want to fund a bi-lingual pre-school para-professional part-time for 1 year (with intentions to continue in subsequent years) to address the needs of our ELL Pre-K students with an emphasis on strengthening parent engagement.
   C. We want to start a Summer Enrichment program beginning June 2021-July 2021 and continue in June-2022-July 2022 that focuses on Reading/Math recovery, Project Based Learning, and parent engagement. We anticipate ESSER funds would pay for 3 licensed elementary teachers that will focus intense, focused Reading and Math instruction, bussing to and from the school, and weekly field trips to locations around our area where students AND parents will be encouraged to participate. We believe these programs target our needs for parent engagement and at-risk student learning loss in the areas of Reading and Math as a result of the pandemic restrictions.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

STAR Math/Reading assessment and Fastbridge Math/Reading/Social-Emotional and will be utilized to longitudinally measure and compare student progress over the next 2 school years. Adjustments will be made yearly to the para. educator's assignment to focus on students identified with the greatest learning loss with a focus on ELL and at-risk students. Increases by parent's participation through data collected from our SeeSaw parent communication app. will be utilized to determine parent engagement.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

Download: 502 Lewis ESSERII Plan_05... (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.

(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)

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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification
To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature    Mike McDermeit
Date                   05/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>502-1-001-20210608</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>This para will be working with the PreSchool At Risk and ELL parents and students during the 2021-2022 school year. This is to address student learning loss and family engagement due to Covid-19.</td>
<td>$20,000 $20,000 $20,000 $20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>11-1000-120-0</td>
<td>Para will work with approximately 15 students in prek. Phone call 5/26/21. Per district request, object codes updated for all line-items.</td>
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<tr>
<td>502-1-002-20210608</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>This para will be working with the K-12 At Risk and ELL parents and students during the 2021-2022 school year. This is to address student learning loss and family engagement due to Covid-19.</td>
<td>$24,000 $24,000 $24,000 $24,000</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$24,000</td>
<td>13-1000-120-0</td>
<td>Para will work with approximately 70 K-6 students. Phone call 5/26/21</td>
</tr>
<tr>
<td>502-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>11A. Planning and implementin summer learning or enrichment programs</td>
<td>These teachers will be instructing our students who have fallen behind due to Covid-19 at our Summer Enrichment Program over the next two summers.</td>
<td>$16,800 $16,800 $16,800 $16,800</td>
<td>$16,800</td>
<td>$16,800</td>
<td>$16,800</td>
<td>$16,800</td>
<td>06-1000-110-0</td>
<td>Summer Enrichment will host 50 students to address learning loss due to covid. 3 Teachers, 3 days per week/4 hrs Tuesday and Wednesday and 8 hours on Thursday. Phone Call 5/26/21</td>
</tr>
<tr>
<td>502-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Gasoline</td>
<td>11A. Planning and implementin summer learning or enrichment programs</td>
<td>During our Summer Enrichment Program, we will busing some of our students to and from school. This will be for Fuel.</td>
<td>$2,200 $2,200 $2,200 $2,200</td>
<td>$2,200</td>
<td>$2,200</td>
<td>$2,200</td>
<td>$2,200</td>
<td>06-2710-626-0</td>
<td>Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21</td>
</tr>
<tr>
<td>502-1-005-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>11A. Planning and implementin summer learning or enrichment programs</td>
<td>We will need to pay a bus driver to run route for those students who will be attending our Summer Enrichment Program.</td>
<td>$840 $840 $840 $840</td>
<td>$840</td>
<td>$840</td>
<td>$840</td>
<td>$840</td>
<td>06-2710-120-0</td>
<td>Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Vehicle Operation</td>
<td>Regular Non-Certified Salaries</td>
<td>Planning and implementing summer learning or enrichment programs</td>
<td>During our Summer Enrichment Program, the students will be going on some educational field trips that are in line with the instruction they are receiving. This will pay for the admission costs at some of the locations.</td>
<td>$ 1,320</td>
<td>$ -</td>
<td>$ 660</td>
<td>$ 660</td>
<td>$ -</td>
<td>06-2710-120-0</td>
<td>Summer Enrichment will host 50 students to address learning loss due to covid. Phone Call 5/26/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Other Miscellaneous Expenditures</td>
<td>Planning and implementing summer learning or enrichment programs</td>
<td>During our Summer Enrichment Program, the students will be going on some educational field trips that are in line with the instruction they are receiving. This will pay for the admission costs at some of the locations.</td>
<td>$ 2,000</td>
<td>$ -</td>
<td>$ 1,000</td>
<td>$ 1,000</td>
<td>$ -</td>
<td>06-1000-890-0</td>
<td>Summer Enrichment will host 50 students to address learning loss due to covid-19. Field trips to Exploration Place, Museum of National History, Kansas Fish and Game to provide hands-on learning opportunities. Phone Call 5/26/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>General Supplies and Materials (includes computer software)</td>
<td>Planning and implementing summer learning or enrichment programs</td>
<td>This will pay for instructional supplies needed to run our Summer Enrichment Program such as: Math, Reading and parent engagement materials, student materials, and STEM materials.</td>
<td>$ 7,431</td>
<td>$ -</td>
<td>$ 3,715</td>
<td>$ 3,716</td>
<td>$ -</td>
<td>06-1000-610-0</td>
<td>Summer Enrichment will host 50 students to address learning loss due to covid-19. Project-based learning science kits to dig fossils, rocket kits for exploration at Exploration Place and cover science content. Phone Call 5/26/21</td>
<td></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 506 Labette County Schools

Applicant / Mailing Address

401 S. High School Street
P.O. Box 189
Altamont Ks. 67330

Applicant / First and Last Name of Owner, CEO, or Executive Director  |  Dr. John Wyrick

Applicant / Email Address of Owner, CEO, or Executive Director  |  jwyrick@usd506.org

Applicant / Phone Number  |  620-784-5326

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)  |  480724846

Applicant / Website Address (if applicable)  |  www.usd506.org
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The negative impact of COVID-19 on our school district can be observed across many spectrums. Particularly, mandatory in-person shut down of schools with the replacement of full remote learning during the months of March through May of 2020. This shutdown from in-person to remote learning was negatively impactful on student achievement/progress (learning loss) as was determined through various testing batteries. Among the most negatively impacted populations were our elementary grade level students and our at-risk students in grades PreK - 12. As a district, we had to invest a larger amount of money for PPE’s, COVID-19 protocol resources, technology to provide remote learning opportunities for students, increase in staff payroll, additional cost in providing air quality in old buildings, and various “other” COVID-19 related expenses.

Although our district has provided in-person instruction since the beginning of the current 2020-21 school year, we also provided full-time remote learning options for approximately 9% of our Prek-8 students, 22% of hs, and have provided temporary remote learning for students who were quarantined from school due to COVID-19 exposure.

To date, our district has had 1,223 students in COVID-19 isolation (123 tested positive, 1,100 quarantined), or 76% of the student enrollment headcount. In addition, we had 88 staff members in COVID-19 isolation (35 tested positive, 53 quarantined), or 45% of our staff headcount. As a result, this has negatively impacted the academic and social/emotional success of our students and staff in the district. Moving forward, we need to address these issues and address preventative measures.

Does the district have remaining ESSER I funding that it has not yet spent as of No
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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

- Providing mental health services and supports.

- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 506 will utilize ESSER II funds to offset the negative impact of the hardships caused by the COVID-19 pandemic and address future needs that will comply with the federally authorized uses of ESSER II funds. At this point, our district is requesting approval of 100% of our $1,298,287.00 allocation.

Below is the breakdown of our proposed ESSER II budget, the authorized use number for justification, and the requested dollar percentage of requested allocation.

9. Purchasing educational technology for the LEA's students: Student Devices- (35%)
10. Purchasing educational technology for the LEA's students: Communication Tools- (1.8%)
11. Purchasing educational technology for the LEA's students: Improve Network- (0.0092%)
12. Addressing learning loss among students, including vulnerable populations- (3.7%)
13. Planning for and coordinating during long-term closures- (0.0036)
14. Purchasing educational technology for the LEA's students- (0.0058%)
15. Improve indoor air quality in school facilities- (43%)
16. Coordination of COVID-19 preparedness and response efforts: School Nurse- (11%)
17. Purchasing educational technology for the LEA's students- (3.6%)

We are requesting the largest percentage of our ESSER II funds for technology. This will allow us to provide better remote learning opportunities for staff/students/parents, allow better social distancing of students on our campus, provide better learning opportunities for students, provide additional technology staff to implement the technology, and replace equipment damaged when students took devices home during mandated quarantines and school closings.

We are allocating the second-largest percentage for our ESSER II funds to address indoor air quality to help prevent the spread of COVID and enhance the overall air quality in our high school.

Our remaining ESSER II funds will address health services, student learning loss, the purchase of learning software

Our proposal to use ESSER II funding involved input from all staff in the district and the USD 506 Board of Education.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Educational Technology: The impact will be determined if our technology acquisitions allow for better connectivity for remote learners, better utilization of instruction for proper student spacing, and allows us to provide better devices for remote services and instructional resources impacted by COVID. Access to online curriculum, digital textbooks, and digital media during

Audio Visual Equipment: The impact is comprehension and retention due to Covid related learning loss. Media used in the classroom gives the teachers the ability to enhance lessons. Ability to hear and interact with remote and in-person students.

Help Desk and knowledge base software: We will use the analytics in our ticketing system to determine parent and family support needs.

Indoor Air Quality: Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters.
Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

ESSERII-ApplicationTempla... (604 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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

CONTINUED PAYMENT TO EMPLOYEES

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

**Certification**

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature           | John Wyrick
Date                            | 05/13/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.
<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>506-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Computers and Related Equipment (Including Software if bought as a package)</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Chromebooks/I-Pads/Laptops - Maintaining a Chromebook or student device for every student ensures they are given the same opportunity for learning and enhancing their education. Having devices on hand to check out to students in the event they have to quarantine enables them to continue to learn. They can use these devices to stay connected to their teacher and classmates via email, video conferencing and other platforms. It prevents learning loss by allowing students to continue their education even if their environment changes. Covid has taught us that we are more dependent now than ever before on utilizing technology. Devices are not just a small part of enhancing education but rather essential tools for teachers and students.</td>
<td>$450,000</td>
<td>$ -</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>7</td>
<td>Number of devices requested: Applicant responded via email (5/20/21): USD 506 will purchase 1,125 student devices starting in Fiscal Year 2022 and through the Fiscal Year 2024; through the pandemic, our staff and administrators have been introduced to other sources of digital applications that are not best supported by Chromebooks. We have found that other devices, such as Ipads and MacBooks better support these applications that are used to close the learning gap (loss) our students have encountered due to not being in the classroom on a daily basis. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
<td>Amount</td>
<td>Number of Devices</td>
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<tr>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>VOIP System - VoIP phones allow easy communication between classrooms and buildings. We have five grade schools and a high school spread out over rural areas where not all students have access to high speed internet. There have been occasions where our students have had to call in to participate with remote learning due to lack of internet access. Teachers have had to use their personal cell phones to have calls with students. These voip phones would equip classrooms with phone systems that allow students and staff to communicate. The district explored other options as means to provide educational opportunities for students such as hotspots and cell phones but at the end of our research the voip system was the best option to provide communication in conjunction with other methods in place in the district.</td>
<td>$24,000</td>
<td>7</td>
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<td>Networking Hardware and components - Improvements to our networking infrastructure will include adding/replacing network switches, adding more access points, adding networking components capable of faster speeds, and running new ethernet drops. All of this will contribute to a stronger and faster network that will support remote learning initiatives and allow students and teachers to stay connected reliably even if the student has to quarantine or learn from home.</td>
<td></td>
<td>$11,979</td>
<td>7</td>
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</table>

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
| 506-1-004-20210608 | Eligible | Direct Allocation | Instruction Technology - Related Software | 12. Addressing learning loss among students, including vulnerable populations | Powerschool SIS- Using student information system to track attendance and increase engagement of virtual and/or remote students. While one-way messages have been so important in sharing information, our tracking of students would not have been possible without the ability to get responses from parents. This has been an important aspect of our reopening protocol and essential to slowing and stopping the spread of the virus. Powerschool allowed our district personnel a way to track student attendance and communicate with parents about their well-being in realtime. | $47,427 | $15,007 | $15,210 | $17,210 | $7 | New or pre-existing system; Applicant responded via email: Our district is utilizing new features that are available on Powerschool to meet the needs our students are facing due to Covid-19. For example, we realized that there are different options for coding student data as it pertains to health-related issues that were used for the first time during this school year. Also, the student and family portal was promoted and used more this year than in previous years. Our administration and staff knew that we had to improve student accountability and help teachers communicate with the right people in less time with convenient access to grades, progress, and responsibilities. Our technology department made a more concerted effort to work with staff to promote and utilize the PowerSchool Mobile app and the online parent and student portal. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs. |
| 506-1-005-20210608 | Eligible | Direct Allocation | Instruction Technology - Related Software | 8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements | Utilize learning management tools to provide online curriculum, communication, and online learning environment SOCS (Symplified Online Communication System). Allow students and families a way to utilize online tools to have two-way communication with the teacher and building(s) during times school is not in session. With the coronavirus, real-time communication has been critical to keep both staff and parents informed about evolving protocols and any cases of the virus in a school, along with basic information about other important happenings, like when grades will be released, changes to school routines, and other important protocols related to learning. | $4,678 | $ - | $ - | $ - | $7 | New or pre-existing system: Applicant responded via email: Some of the features our staff, students, and patrons used during this time included the use of widgets, paperless forms, surveys/polls, social media feeds, and as a place to host links to learning platforms used by students when they are not in the physical building. Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs. |
| Direct Allocation | Instruction Related Technology | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | Illumination: Fastbridge Testing will enable and equip our district and staff by providing them with the tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we have faced and will continue to face during these unprecedented times. | $ 7,500 | $ 7,500 | $ - | $ - | $ - | 7 |

<p>| Direct Allocation | Operation and Maintenance of Plant Services (All except Transportation) | Heating and Cooling System | Update and Replace HVAC System - Purchase HVAC registers and replace the Loop System at the campus of Labette County High School. The current registers and Loop System were installed when the administration building was built in the mid-1950s. Replacing the registers and Loop System will allow for better ventilation and air filtration. The current registers don't have proper filtration mechanics. The new units will come with variable speed fans and 2-inch filters. Several studies have shown that by doing what we have identified will improving air quality in our buildings by significantly changing heating, ventilation, and air-conditioning (HVAC) systems or by making physical changes to manage indoor airflows. Our buildings were built with old or inflexible systems, our technicians have recommended for us to upgrade our HVAC hardware to include: replacing fixed-speed fan motors with variable-speed ones to enhance the control of airflow and allow for a minimum setting that produces lower speed airflow introducing sophisticated airflow-control systems, such as those that are sensitive to pressure, to allow for smoother adjustment of airflows. | $ 562,500 | $ 337,500 | $ 225,000 | $ - | $ - | 7 | Allowable if CDC guidelines are met |</p>
<table>
<thead>
<tr>
<th>Region</th>
<th>Eligible Direct Allocation</th>
<th>Nursing Services</th>
<th>Regular Non-Certified Salaries</th>
<th>Labette County Health and CHCSEK Nursing Services - Our district contracted with both entities to provide additional nursing services to our district during this past school year. We plan on continuing these services during the upcoming school years. School nurses played an important role in supporting student health and success. Our school nurses and other healthcare personnel played an important role in the reopening of USD 506 schools and keeping them open during the COVID-19 pandemic. One of the biggest changes for school nurses in the past year has been the amount of time they spent consulting with and educating families by phone instead of the traditional hands-on time taking care of children. Some of their time was spent finding out which students were absent because of symptoms, which had been tested, who was in quarantine because of close contact, and more.</th>
<th>$143,403</th>
<th>$30,126</th>
<th>$45,000</th>
<th>$45,000</th>
<th>$23,277</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>Eligible Direct Allocation</td>
<td>Instruction Technology - Related Software</td>
<td>Technology - Related Software</td>
<td>GoGuardian software gives teachers the ability to have better control over their classroom. They can ensure students are on task, communicate with students, and have insight into what students are accessing during class time. Additionally, they can communicate with students through the program which is especially important for remote learning. This software also allows us to enact filters that ensure our students are utilizing the internet responsibly. It also allows us to track our Chromebooks which is essential as we are assigning them to students and students are taking them home to work remotely.</td>
<td>$46,800</td>
<td>$15,600</td>
<td>$15,600</td>
<td>$15,600</td>
<td>$-</td>
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<td>Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</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 508

Applicant / Mailing Address

1108 Military Ave
Baxter Springs, KS 66713

Applicant / First and Last Name of Owner, CEO, or Executive Director | David Pendergraft

Applicant / Email Address of Owner, CEO, or Executive Director | penderd@usd508.org

Applicant / Phone Number | 620-856-2375

All questions in the section below are optional, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for EANS and ESSER grant applications - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Baxter Springs

District Number | 508
Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have seen a large reduction in credits earned at the high school for students who chose to switch their learning instruction model from face-to-face to our virtual program. We did note that we had a large percentage of Free Lunch students choose to enroll in our virtual program (over 90%) as opposed to opt for regular face-to-face instruction (76 out of 82). Historically, we have had a small group of students enrolled in our virtual program with a high percentage of them obtaining their diploma. The first semester saw a drastic reduction in credits earned by those virtual students. Extended school year and after-school opportunities will be necessary over the next few years to get these students caught up with their cohorts. We haven't been able to determine the full extent of the learning loss for our full time remote students at the elementary level simply because we still do not have those students in school day to day yet (around 30 in grades K-6). Those students may be completing assignments, but it is difficult to determine how much support they needed and also what other social skills have been hindered due to limited access to other students. Extended year plans for those students will be vital in making those determinations on what additional supports will be needed.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?

Yes

Other District Representative 1 | Email Address

oakesc@usd508.org

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 response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols for the reopening and operation of school facilities.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.
USD 508 will address learning loss and other impacts of the Coronavirus to the district thru extended year and extended day programs along with a new social emotional curriculum. Students who have chosen a remote learning environment for the 2020-21 school year have not progressed as those who chose face to face. Virtual and remote students did not progress as well as those face to face. An additional Reading Specialist for grades 7-12 will be hired to work with students using Really Great Reading as a guide. Additional technology will be purchased for classroom use by staff and to send home with students to help provide extend time for students who need it most and to provide for remote instruction if outbreaks occur within the district. Summer school opportunities will be offered in each building. New heating and air units will also be installed to help maximize the benefits of the i-wave technology purchased for all air ducts in the system. Replacing old carpet that becomes difficult to sanitize properly with new small carpet tiles allow for better cleaning and also allows for removing small sections of contaminated areas without having to replace the entire room. We will also continue the employment of a Medical Assistant. The district will also use Panorama to help track data on SEL. We are hoping this can also help with additional interventions for students during distance learning as well. After school tutoring will be provided in each building.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We're hoping to help students at the HS level in their credit recovery and help maintain a 90% or better graduation rate. We will also progress monitor all of our students in K-12 in the subject of reading with the new district wide implementation of Really Great Reading. Using our Title teachers and newly formed Reading Intervention Specialist at the HS we will benchmark our students consistently to be able to show improvements in that area. Currently, we use the Second Step curriculum for our elementary students, which has been great foundational skills for SEL, but counselors feel it lacks in the tracking of student progress. The combined curriculum of Panorama in the K-12 setting will help us accurately gauge the SEL needs in our schools. Panorama will also allow us to input MTSS Reading and Math scores, which will help teachers and admins in the SIT process for students.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER II expenditures and impact on a monthly basis throughout the program. This ESSER II reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE Per Student Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template here to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

4 of 8
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;
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 of the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including:

**CONTINUED PAYMENT TO EMPLOYEES**

SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

**Certification**

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature: Carrie Oakes
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>508-1-001-20210608</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/Credit Recovery/Enrichment Activities for Middle School and High School. (4 teachers x 3 hours/day x $35/hour x 32 days)</td>
<td>$14,468</td>
<td>$14,468</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96100</td>
<td>Approximately 70 to 80 students invited to attend credit recovery while in remote learning due to COVID 19. (Phone Call 5/10/21)</td>
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<tr>
<td>508-1-002-20210608</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 program for Grades K-6. (10 teachers x 4.5 hours/day x $35/hour x 23 days)</td>
<td>$38,996</td>
<td>$38,996</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96100</td>
<td></td>
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<tr>
<td>508-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Reading Intervention Specialist in charge of Reading MTSS for Grades 7-12.</td>
<td>$145,464</td>
<td>$72,732</td>
<td>$72,732</td>
<td>$ -</td>
<td>$ -</td>
<td>96100</td>
<td>Includes health, social security, etc. Hiring to address learning loss in students grades 7-12 (Phone Call, 5/10/21)</td>
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<tr>
<td>508-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Really Great Reading Curriculum, grades K-12, for MTSS.</td>
<td>$27,364</td>
<td>$27,364</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96161</td>
<td>Reading curriculum to address learning loss caused by COVID (Phone Call, 5/10/21)</td>
</tr>
<tr>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Description</td>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
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<td>Allowable</td>
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<tr>
<td>508-1-005-20210608</td>
<td>Direct Instruction</td>
<td>Equipment</td>
<td>9.</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>To maximize the consistency of students being able to access educational resources and instructional support during the school day and from home and to minimize the impact of learning loss due to the COVID-19 pandemic, we need to replace some of our outdated and inefficient instructional technology for students by acquiring 400 ipads, 400 covers, and 8 charging stations.</td>
<td>$137,050</td>
<td>$137,050</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96161</td>
<td></td>
</tr>
<tr>
<td>508-1-006-20210608</td>
<td>Direct Instruction</td>
<td>Regular Certified Salaries</td>
<td>8.</td>
<td>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 requirement</td>
<td>Two computer specialist staff will work an additional 5 days each to set up additional technology.</td>
<td>$3,410</td>
<td>$3,410</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96100</td>
<td></td>
</tr>
</tbody>
</table>

To maximize the consistency of students being able to access educational resources and instructional support during the school day and from home and to minimize the impact of learning loss due to the COVID-19 pandemic, we need to replace some of our outdated and inefficient instructional technology for students by acquiring 400 ipads, 400 covers, and 8 charging stations.

Two computer specialist staff will work an additional 5 days each to set up additional technology.,

Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.
<table>
<thead>
<tr>
<th>ID</th>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Operation and Maintenanc e of Plant Services (All except Transportat ion)</th>
<th>Property</th>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>508-1-007-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Non-Certified Salaries</td>
<td>Nurse's Medical Assistant to help with sick students, general paperwork, contact tracing and updating daily dashboard for the district.</td>
<td>$48,468</td>
<td>$48,468</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96100</td>
</tr>
<tr>
<td>508-1-008-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Professional Employee Training and Development Services</td>
<td>District wide summer institute professional development for Really Great Reading (all staff, including support). Two days training, $200/day.</td>
<td>$51,672</td>
<td>$51,672</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96130</td>
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<tr>
<td>508-1-009-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance</td>
<td>PROPERTY</td>
<td>Replacement of 20 old HVAC units within the district to help utilize the iWave technology.</td>
<td>$100,000</td>
<td>$100,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>96162</td>
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<tr>
<td>508-1-010-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenance of Plant Services (All except Transportation)</td>
<td>PROPERTY</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>Replace old carpet in rooms that are difficult to sanitize properly and replace with individual carpet tiles.</td>
<td>$65,000</td>
<td>$65,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96162</td>
</tr>
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<tr>
<td>508-1-011-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>Platforms for communication and distance learning needed for remote students. This includes Seesaw (K-6) and Canvas (7-12).</td>
<td>$26,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96161</td>
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<tr>
<td>508-1-012-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction Equipment</td>
<td>10. Providing mental health services and supports</td>
<td>Social Emotional Curriculum learning platform provided by Panorama.</td>
<td>$24,800</td>
<td>$12,400</td>
<td>$12,400</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96161</td>
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<tr>
<td>ID</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Description</td>
<td>Amount 1</td>
<td>Amount 2</td>
<td>Amount 3</td>
<td>Amount 4</td>
<td>Amount 5</td>
<td>Account Name</td>
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</tr>
<tr>
<td>508-1-013-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Equipment</td>
<td>Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96161 Allowable to a) reimburse the district for prior remote learning expenses b) incur new expenses related to actual current/perpetual remote learning circumstances, and/or c) to budget for potential future remote learning expenses. Please note that expenses should not be incurred to purchase property to hold in the unlikely event of potential future remote learning needs.</td>
<td></td>
</tr>
<tr>
<td>508-1-014-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Operation and Maintenanc e of Plant Services (All except Transportation)</td>
<td>PROPERTY</td>
<td>Purchasing supplies to sanitize and clean LEA and school facilities</td>
<td>$40,500</td>
<td>$40,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96162 Cleaning Supplies for Two years (email 5/11/2021)</td>
<td></td>
</tr>
<tr>
<td>508-1-015-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Planning and implementing supplement al after-school programs</td>
<td>$36,170</td>
<td>$36,170</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96100 Account name updated per district request</td>
<td></td>
</tr>
<tr>
<td>508-1-016-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Support Services (Students)</td>
<td>SUPPLIES AND MATERIALS</td>
<td>School facility repairs and 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>$1,928</td>
<td>$1,928</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96160 Rental of portable staging to provide graduation ceremonies outside for social distancing.</td>
<td></td>
</tr>
</tbody>
</table>
### 508-1-017-20210608

| Eligible | Direct Allocation | Instruction | Regular Non-Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Summer school program for Grades K-6. (4 paras x 4.5 hours/day x $25/hour x 23 days) | $11,142 | $11,142 | $- | $- | $- | 96131 |

### 508-1-018-20210608

| Eligible | Direct Allocation | Instruction | Equipment | 9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students | We need to acquire fifty-two 70-inch smart high-definition televisions to directly address and maximize student engagement and viewability for all students. Additionally, these televisions have a clearer, sharper, and better picture to maximize engagement and learning for when teachers provide instruction remotely for any student who is quarantined due to exposure to COVID-19. | $39,000 | $39,000 | $- | $- | $- | 96161 |

### 508-1-019-20210608

| Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Summer School elementary administrator for grades K-6. (1 administrator x 5 hours/day x $45/hour x 23 days) | $5,571 | $5,571 | $- | $- | $- | 96100 |

### 508-1-020-20210608

<p>| Eligible | Direct Allocation | Instruction | Regular Certified Salaries | 11A. Planning and implementing summer learning or enrichment programs | Summer School Secondary administrator for grades 7-12 (1 administrator x 6.5 hours/day x $45/hour x 32 days) | $10,076 | $10,076 | $- | $- | $- | 96100 |</p>
<table>
<thead>
<tr>
<th>School Year</th>
<th>Funding Source</th>
<th>Direct Allocation</th>
<th>Support Services (Students)</th>
<th>SUPPLIES AND MATERIALS</th>
<th>Description</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>Eligible Direct Allocation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Supplies necessary for weekly themes for each grade level to provide summer school enrichment opportunities. We are seeing an increase in summer school enrollment due to COVID-19.</td>
<td>$2,100</td>
<td>$2,100</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>96160</td>
<td></td>
</tr>
<tr>
<td>2021-2022</td>
<td>Eligible Direct Allocation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Mileage for Summer School Bus Routes (Bus: 35 miles x $2.75 x 23 days, Suburban: 30 days x $2.25 x 23 days) This is covering the fuel and maintenance of vehicles used for summer school programs.</td>
<td>$8,366</td>
<td>$8,366</td>
<td>$ -</td>
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<td>$ -</td>
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<tr>
<td>2021-2022</td>
<td>Eligible Direct Allocation</td>
<td>11A. Planning and implementing summer learning or enrichment programs</td>
<td>Bus Driver Salaries (Driver 1: 4 hr/day x 23 days, Driver 2: 3.5 hr/day x 23 days, Driver 3: 6 hr day x 23 days) This is for drivers to pick up and deliver students and to help deliver meals to area students in need due to COVID-19</td>
<td>$8,357</td>
<td>$8,357</td>
<td>$ -</td>
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<td>96120</td>
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<tr>
<td>Plan</td>
<td>District Number</td>
<td>District Name</td>
<td>Total Public School Students</td>
<td>% Students Approved for Free- or Reduced-Price Lunch</td>
<td>Total Direct and True Up Allocation</td>
<td>Previously Eligible</td>
<td>Net Change in Requests</td>
<td>Total Requested (Cumulative)</td>
<td>% Requested of Total Allocation</td>
<td>Total Eligible (Cumulative)</td>
<td>% Eligible of Total Requested</td>
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<tr>
<td>1</td>
<td>296</td>
<td>Ottawa</td>
<td>2,268</td>
<td>52%</td>
<td>$1,569,755</td>
<td>$1,568,000</td>
<td>$100,000</td>
<td>$1,468,000</td>
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<td>$1,468,000</td>
<td>100%</td>
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<tr>
<td>2</td>
<td>343</td>
<td>Perry Public Schools</td>
<td>747</td>
<td>35%</td>
<td>$324,882</td>
<td>$241,318</td>
<td>$83,564</td>
<td>$303,577</td>
<td>93%</td>
<td>$303,577</td>
<td>100%</td>
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<tr>
<td>3</td>
<td>396</td>
<td>Douglass Public Schools</td>
<td>636</td>
<td>36%</td>
<td>$254,440</td>
<td>$251,917</td>
<td>$(69,686)</td>
<td>$182,230</td>
<td>71%</td>
<td>$182,230</td>
<td>100%</td>
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<tr>
<td>4</td>
<td>405</td>
<td>Lyons</td>
<td>749</td>
<td>71%</td>
<td>$757,981</td>
<td>$757,981</td>
<td>-</td>
<td>$757,981</td>
<td>100%</td>
<td>$757,981</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>4,400</td>
<td>50%</td>
<td>$2,988,058</td>
<td>$2,819,216</td>
<td>$(107,428)</td>
<td>$2,711,788</td>
<td>93%</td>
<td>$2,711,788</td>
<td>100%</td>
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</table>
## ESSER II Change Request

<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 ($)</th>
<th>Account Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>290-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>Provide summer professional development for staff to address a deeper dive into our curriculum, our scope and sequence, and our resources to better prepare our staff to address the learning loss of our students during this pandemic.</td>
<td>$ 50,000</td>
<td>$ 50,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>88 E 1000 110 0010 000</td>
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<tr>
<td>290-1-002-20210608</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>Addition of staff members to work as instruction interventionists within the day to work with math instruction similar to our title reading staff</td>
<td>$ 250,000</td>
<td>$ 250,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>88 E 1000 110 0010 000</td>
</tr>
<tr>
<td>290-1-003-20210608</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>We would like to purchase touch screen chromebooks for our students to help with intervention especially at home. Our intention is to use digital resources to provide access to parents to help continue learning at home through this digital platform with specific intervention correlated with their child's needs.</td>
<td>$ 500,000</td>
<td>$ 500,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16 E 1000 700 0017 717</td>
</tr>
<tr>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Certified Salaries</td>
<td>Description</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>Change request: removal of previously approved line-item 290-1-001 ($900,000 value)</td>
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<tr>
<td>Eligible</td>
<td>12.</td>
<td>12.</td>
<td>Providing an additional 20 minutes to the school day specific to math intervention due to instructional loss because of COVID for all students.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>88 E 1000 110 0010 000</td>
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</tr>
</tbody>
</table>
# ESSER II Change Request

<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>
</tr>
</thead>
<tbody>
<tr>
<td>343-1-001-20210608</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 added two staff members to help coordinate with classroom teachers, counselors, social workers, and administrators to ensure a higher level of student success. Salaries of these two staff members were paid with SPARK funding, which ended in December of 2020. I would like to use ESSER II funds to cover the salary for these two teachers for through the end of the 20-21 year. (The last salary paid on Aug 20th payroll.) K-6 Staff 1: $33,573.36 salary, $2,685.87 FICA, $3,798.08 insurance. ($40,057.31). 7-12 Staff 1: $18,935.00 salary, $1,842.12 FICA, $1,424.28 insurance. ($22,201.40)</td>
<td>$62,259</td>
<td>$62,259</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>96095</td>
</tr>
<tr>
<td>Expenditure ID</td>
<td>Eligibility Review Recommendation</td>
<td>Funding Stream</td>
<td>Function Name</td>
<td>Object Name</td>
<td>ESSER Allowable Use</td>
<td>Please describe the expenditures within the account and how they will address a COVID-19 need</td>
<td>Total Expenditures ($)</td>
<td>Budgeted Expenditures in SFY 2021 ($)</td>
<td>Budgeted Expenditures in SFY 2022 ($)</td>
<td>Budgeted Expenditures in SFY 2023 ($)</td>
<td>Budgeted Expenditures in SFY 2024 ($)</td>
<td>Account Number</td>
<td>Notes</td>
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</tr>
<tr>
<td>396-1-001-20210608</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>Currently, Federal (Title) Funds assist the district in providing MTSS support at the primary level in our elementary school. Due to the loss of instruction and pressure in learning environments, we are wanting to add a MTSS position to our MS/HS staff. This will provide additional support for both students and staff to ensure the time lost due to COVID school closures does not affect the students’ success in the future. The MTSS coordinator will manage student data and implement intervention strategies for students not performing at grade level.</td>
<td>$60,000</td>
<td>$60,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>95</td>
<td>Change request: cost reduced from $131,724.80 to $60K given reduction from two to one MTSS position for previously approved line-item 396-1-001</td>
</tr>
<tr>
<td>ID: 396-1-002-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>3. Providing principals and other school leaders with resources to address individual school needs</td>
<td>Our current MTSS coordinators at the elementary school have had an increase in students who are eligible for specialized instruction. Due to learning loss and size precautions to remain safe with small cohort groups, the district will be hiring three (3) MTSS paraeducators to assist the certified staff members in continuing to provide this support. This will also give the district the ability to expand the program to reach students who were not receiving services due to the inability to provide adequate staff for the number of students.</td>
<td>$39,398</td>
<td>$39,398</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>95</td>
<td>Change request: cost reduced from $54,329.46 to $39,398.40 for previously approved line-item 396-1-002</td>
</tr>
<tr>
<td>ID: 396-1-003-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. Kindergarten roundup generated a high number of students coming into the 2021-22 school year. In response the district is hiring a certified staff member to add an additional class to reduce the number of students/staff in each classroom, which increases the safety for students and staff as they are better able to socially-distance as a result of COVID-19.</td>
<td>$50,000</td>
<td>$50,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>95</td>
<td>Change request: cost reduced from $65,862.40 to $50K for previously approved line-item 396-1-003</td>
<td></td>
</tr>
<tr>
<td>ID: 396-1-004-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Full-Time Non-Certified Salaries</td>
<td>1A. Any activity authorized by the Elementary and Secondary Education Act of 1965. To reduce class size and assist in spreading out students, 2 paraeducators will be added to our fifth grade classrooms.</td>
<td>$32,832</td>
<td>$32,832</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>95</td>
<td>Change request: new line-item</td>
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## ESSER II Change Request

<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>
</tr>
</thead>
<tbody>
<tr>
<td>405-1-001-20210608</td>
<td>Eligible</td>
<td>Direct Allocation</td>
<td>Instruction</td>
<td>Regular Required 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>
<td>$5,000</td>
<td>07E10001 12000026</td>
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<td>405-1-002-20210608</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>classified salaries for summer school program</td>
<td>$35,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$5,000</td>
<td>07E10001 20000026</td>
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<td>405-1-003-20210608</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>substitute teacher salaries for staff quarantined absent</td>
<td>$76,000</td>
<td>$44,000</td>
<td>$22,000</td>
<td>$10,000</td>
<td>$-</td>
<td>07E10001 15000026</td>
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<tr>
<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>salary to add a paraeducator to support reading and math interventions</td>
<td>$14,000</td>
<td>$14,000</td>
<td>07E10001 22000026 1</td>
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</tbody>
</table>

Change request: new line-item;
We have determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.

<table>
<thead>
<tr>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Group Insurance</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>defined fringe for additional para to support reading and math interventions</th>
<th>$4,800</th>
<th>$4,800</th>
<th>07E10001 22210002 61</th>
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</table>

Change request: new line-item;
We have determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.
<table>
<thead>
<tr>
<th>Eligible</th>
<th>Direct Allocation</th>
<th>Instruction</th>
<th>Other Employee Benefits</th>
<th>12. Addressing learning loss among students, including vulnerable populations</th>
<th>FICA/FICM for para to support reading and math interventions</th>
<th>Change request: new line-item;</th>
</tr>
</thead>
<tbody>
<tr>
<td>405-1-006-20210608</td>
<td></td>
<td>Social Security Contributions</td>
<td></td>
<td>12. Addressing learning loss among students, including vulnerable populations</td>
<td>FICA/FICM for para to support reading and math interventions</td>
<td>$ 1,071</td>
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<tr>
<td>405-1-007-20210608</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 1,071</td>
</tr>
</tbody>
</table>

Change request: new line-item; We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning last spring, late start in the fall, switching back and forth between learning models this school year, and the high number of individual remote days of both teachers and students due to quarantines from close contact or positive test results. An additional paraprofessional will help us split our intervention groups from sizes of 15 down to 12.