



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

October 1st Task Force Meeting Pre-Read Materials

Dear Task Force members,

Update on ESSER II Application Process

The ESSER II application process was launched on March 24th and it is a rolling process unlike EANS. The Kansas State Department of Education (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 State Board on May 11th. The second batch consisted of 76 ESSER II applications, and they were reviewed by the Task Force in prior meetings and approved by the State Board on June 6th. The third batch consisted of 38 ESSER II applications and 12 change requests, and they were approved by the State Board on July 14th. The fourth batch consisted of 21 ESSER II applications and 12 change requests and were approved by the State Board on August 10th. The pre-read sent to the Task Force on August 25th consisted of 14 applications and 19 change requests. The pre-read sent on September 8th, consisted of 22 applications and 11 change requests. The August 25th and the September 8th pre-reads were approved by the State Board on September 14th. This pre-read batch consists of 18 applications and 12 change requests. This pre-read will be voted on at the October 1st ESSER Task Force meeting. Currently there are 7 applications under review.

Once a district's application is approved by the State Board, it may begin drawing down its ESSER II funds as needed, monthly, through the same process utilized for ESSER I funds. Any application that has not yet been fully reviewed will be deferred to future batches and will be addressed in upcoming Task Force meetings in preparation for the August State Board assembly.

Reminder

Change requests are starting to roll in and in order to help those changes stand out, we have made a few changes to the PDFs containing the line items.

When reviewing the PDFs, you will notice certain line items are highlighted different colors; the different colors will represent the type of change request a line item is. Below will be a key to help you navigate through the recent update on the PDFs for change requests.

- For new line items, the line will be highlighted in yellow.
- For a change to a previously approved line item, the line will be highlighted in blue.



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- For items deemed ineligible by the KSDE review team, the item will be highlighted in red

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

- 18 districts allocating their ESSER II funds. This includes their plans as well as their line items.
- 12 districts are requesting a change to their previously allocated ESSER II funds.

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, September 30th at 4:00 p.m. so information for the district in question can be included in the presentation materials.

MINUTES



Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II)
Distribution of Money - Friday, September 10th, 2021

Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, September 10th.

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 September 10th meeting, and Mike Argabright seconded it. Motion carried (18-0). Brad Bergsma was not present at this meeting and did not vote on this motion.

Attendance:

The following Task Force members attended by video conference:

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

Approval of August 6th Minutes

Jason Winbolt made a motion to approve of the August 6th minutes, and Adam Thomas seconded it. Motion carried (18-0). Brad Bergsma was not present at this meeting and did not vote on this motion.

MOTION
(00:11:25)

MOTION
(00:11:51)

ESSER II: Application Status Update – Doug Boline

(00:12:32)

Doug started the meeting off by stating that 225 out of 286 ESSER II plans (79%) have been submitted; 5 additional ESSER II plans currently in progress as of September 3rd, 2021. After today's task force meeting (if all ESSER II plans are recommended by the task force), it will bring the total amount of ESSER II plans to be presented to the State Board of Education to 225 (36 from today and 189 from previous TF meeting batches). The recommendations from today will be presented to the State Board of Education during their monthly meeting on September 14th and 15th, 2021.

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

(00:16:14)

Doug mentioned that the 36 districts represented in today's batch have requested \$32.2 million total (95% of their total allocations). The average eligible expenditures (requested) per district (for this specific batch) range from \$14,624 to \$18,843,040; average amount per district is \$895,047. The eligible planned expenditures (for this batch) per student average range from \$52 to \$2,220; average amount is \$777. USD 501 Topeka's ESSER II application is included in today's batch which effected the averages of the data shown.

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

(00:19:47)

The KSDE review team deemed two requests as ineligible, which were submitted by USD 374 Sublette, and USD 400 Smoky Valley. USD 374 Sublette's specific request was for \$38,950, to purchase a fingerprint access system into the building, and the KSDE review team deemed this request as ineligible as it relates directly to security, and not COVID-19. USD 400 Smoky Valley requested reimbursement for a concrete slab, but when applying for Federal Funds, prior approval and estimates of work need to be provided, and in this case could not be provided as the concrete slab was built before these funds were available.

ESSER II: Discussion of Change Requests – Doug Boline

(00:26:04)

There were 30 districts that submitted change requests that were included in the September 10th meeting material. The eligible expenditures for the 30 change requests totaled to \$35,019,052 (cumulative). The net change for the eligible requests will be \$2,897,193. Specific details regarding this batch of change requests can be found on the Commissioner's Task Force web page located here - [Commissioner's Task Force \(ksde.org\)](https://ksde.org).

ESSER II: Vote to Recommend Slate to Kansas State Board of Education – Doug Boline

MOTION

Mike Argabright made a motion to approve the 36 ESSER II applications, and 30 ESSER II change requests, and Pat Pettey seconded it. Motion carried (18-0). Brad Bergsma was not present at this meeting and did not vote on this motion.

(00:44:07)

Doug Boline reminded the task force with the timeline for EANS II; which will consist of the following:

- Aug. 9th through Sept. 13th – Training for EANS II
- September 13th – Application Opens for EANS II
- September 27th – Application Period Closes
- October 1st – Task Force Meeting
- October 8th – Task Force Meeting
- October 12th – State Board of Education Meeting

Adjournment – Chairman Porter adjourned the meeting at 3:38 p.m. The next meeting will occur on Friday, October 1st at 3:00 p.m.

(00:50:31)



Commissioner's K-12 Relief Funds Task Force


Task Force Meeting
October 1st, 2021

Kansas leads the world in the success of each student.

Agenda for October 1st, 2021 Task Force meeting

3:00 to 3:05pm	Call to Order
3:05 to 3:15pm	ESSER II: Application Status Update
3:15 to 3:30pm	ESSER II: Summary & Discussion of Requests Deemed Eligible by KSDE
3:30 to 3:45pm	ESSER II: Discussion of Requests Deemed Ineligible by KSDE
3:45 to 3:50pm	ESSER II: Discussion of Change Requests
3:50 to 4:00pm	Vote to Recommend Application and Change Slate to KSBOE



Procedure

- KSDE staff will present a **summary of requests deemed eligible and ineligible** by KSDE reviewers
- **Task Force members can ask questions and share comments**; if a Task Force member would like to propose a change to the recommendation, the **change would be subject to a majority vote** of the Task Force



ESSER II: Application Status Update



ESSER II status update

243 out of 286 (85%) ESSER II plans submitted; 7 additional ESSER II plans currently in progress (as of September 28th, 2021)

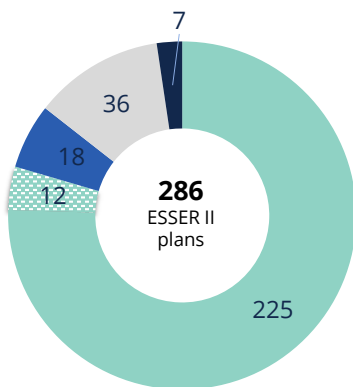
225 ESSER II plans were previously approved by KSBOE. 18 ESSER II plans and 12 ESSER II change request projected to be reviewed in the current slate and then will be recommended to the State Board for approval on October 12th, 2021.

- 18 applications from districts representing 19,695 students¹
- 302 individual budgeted expenditures totaling a value of \$14M with two recommended as ineligible by KSDE
- 12 districts submitted change requests representing 66,569 students¹
- 407 change requests for individual budgeted expenditures totaling a value of \$63M

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



ESSER II Update | Overview



Slates of plans previously approved by State Board

225 plans

\$256M

Batch of change request plans being reviewed today

12 plans

\$63M

Batch of plans being reviewed today

18 plans

\$14M

Plans that have not yet been submitted

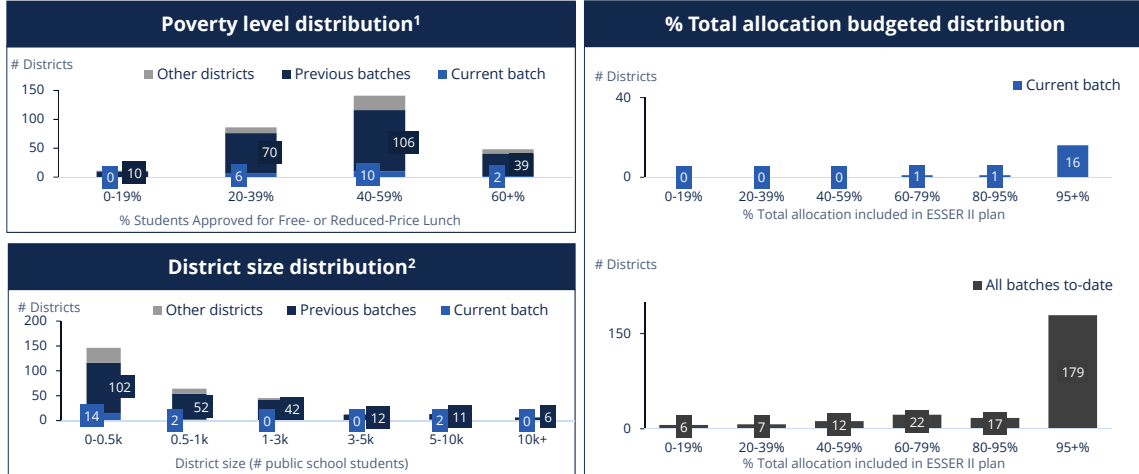
36 plans

Plans that are in progress

7 plans



Program Summary | Profile of monthly batch of ESSER II districts

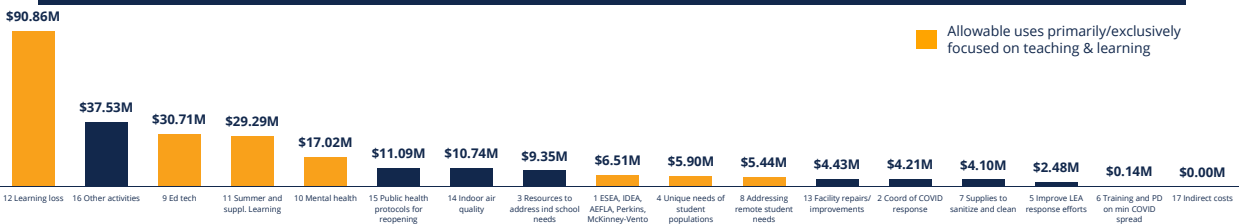


1. Districts were grouped based on the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year. 2. Districts were grouped based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals

Cumulative ESSER II Program Summary



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

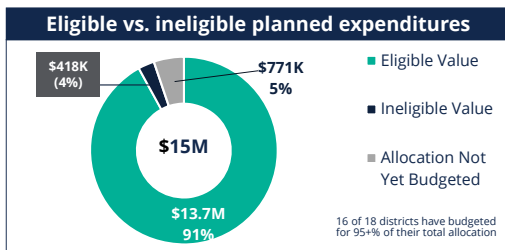


Note: Allowable use categorization is displayed based on district reporting

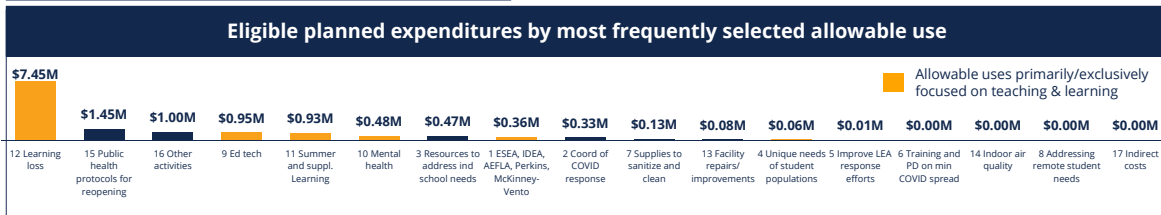
ESSER II: Summary & Discussion of Requests Deemed Eligible by KSDE



Summary of Today's Batch | 99.8% of planned expenditure value in current batch recommended as eligible



Average eligible expenditures per district	Eligible planned expenditures per student ¹ <i>Over total length of plan</i>
\$761,712	\$696
Range: \$55,081 - \$6,117,590	Range: \$300 - \$1,080



¹ Based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals
 Note: Allowable use categorization is displayed based on district reporting. **data does not reflect change request**





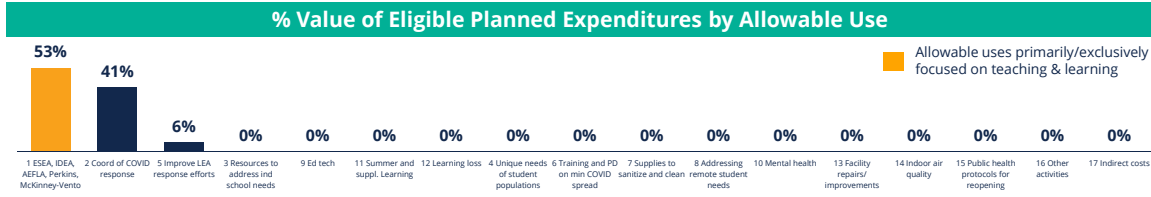
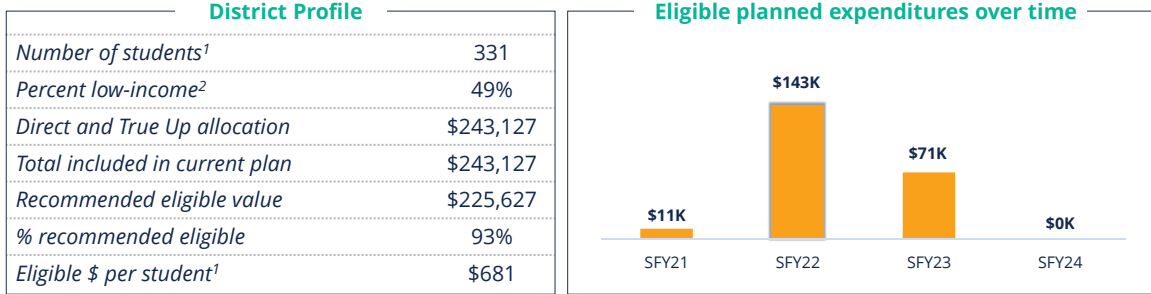
Any questions or comments on eligible requests shared in the pre-read?



ESSER II: Discussion of Requests Deemed Ineligible by KSDE



USD 271: Stockton | Profile and value breakdown



1. Student enrollment based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals 2. Low-income percentage reflects the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year
 Note: Allowable use categorization is displayed based on district reporting

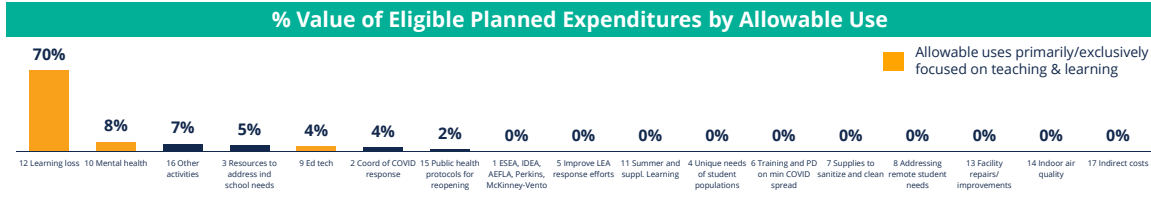
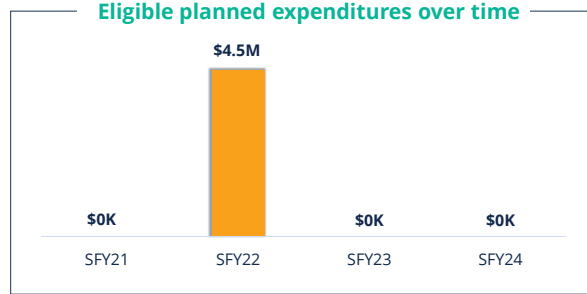
USD 271: Stockton | Ineligible line-items

Ineligible planned expenditures - Total value: \$17,500

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$17,500	1000	151	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965	This will provide teachers a supplemental salary for providing in-person and remote learning at the same time during class time.	Not allowable for Uniform Grants Guidance Personnel

USD 457: Garden City | Profile and value breakdown

Number of students ¹	6921
Percent low-income ²	67%
Direct and True Up allocation	\$5,430,672
Total included in current plan	\$4,847,385
Recommended eligible value	\$4,447,385
% recommended eligible	92%
Eligible \$ per student ¹	\$643



1. Student enrollment based on the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals 2. Low-income percentage reflects the % of student headcount approved for free or reduced-price lunch in the 2020-2021 school year
 Note: Allowable use categorization is displayed based on district reporting

USD 457: Garden City | Ineligible line-items

Ineligible planned expenditures - Total value: \$400,000

Dollar value	Function	Object	Allowable use	Account description and relation to COVID	Rationale for ineligibility
\$400,000	1000	110	12. Addressing learning loss among students, including vulnerable populations	The current 9-12 virtual school will be expanded to support middle school students in grades 7-8. This expansion will be open to all students with services available for ESL and special education and is needed to address increased demand for virtual school due to the Covid pandemic. (Please see attached table for additional information).	District requested ineligible expenditure.



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



ESSER II: Discussion of Change Requests Deemed Eligible by KSDE



Change Request Procedure

- Change request will now show the full ESSER II Plan. Previously approved items will be white and will indicate in the notes what State Board Meeting they were approved in.
- Changes in a line item will be highlighted blue.

477-1-008 20210713	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	1.4. Inspection, testing, maintenance	Change Request Originally approved for \$130,000. Replace 25 year old HVAC	\$	64,910	\$	64,910	\$	64,910	\$	64,910	Change Request. Originally approved for \$130,000
For Illustrative Purposes Only															

- New line items will be highlighted yellow.

477-1-008 20210713	Eligible	Direct Allocation	Instruction	Textbooks	1.2. Addressing learning loss	New Line Item. Purchase of updated > 6 ELA curriculum	\$	56,779	\$	56,779	\$	-	\$	56,779	7	New Line Item
For Illustrative Purposes Only																



Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
232	DeSoto	\$2,103,557	\$1,525,071	\$2,103,557	\$578,487	Social Worker, Nurse salaries, premium pay.
242	Weskan	\$36,765	\$36,765	\$36,765	\$0	Summer school, laptops
253	Emporia	\$2,757,581	\$177,650	\$1,362,025	\$1,184,375	Software to address learning loss, Premium pay.



Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
259	Wichita	\$75,503,105	\$43,589,144	\$50,617,794	\$7,028,650	Salaries for tutors, professional development
303	Ness City	\$161,11	\$161,161	\$161,161	\$0	Training for staff to address learning loss
305	Salina	\$6,079,698	\$6,079,698	\$6,079,698	\$0	Tech to address learning loss, premium pay



Change Request Summary

District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
386	Madison-Virgil	\$204,001	\$30,000	\$204,001	\$174,001	Software to assist with remote learning, Premium pay
405	Lyons	\$757,981	\$757,981	\$757,981	\$0	Salaries for substitutes, supplies and software
454	Burlingame	\$218,946	\$161,000	\$218,946	\$57,946	Salaries for new counselors, technology to address learning loss.

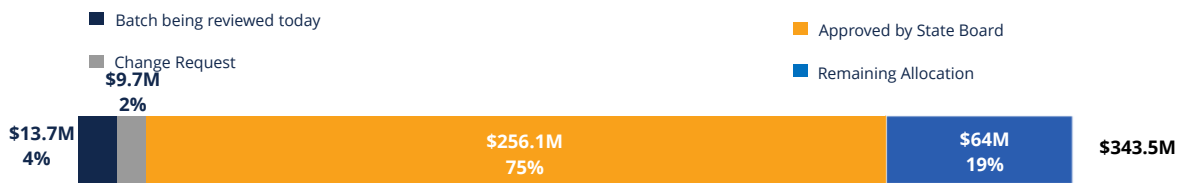


Change Request Summary

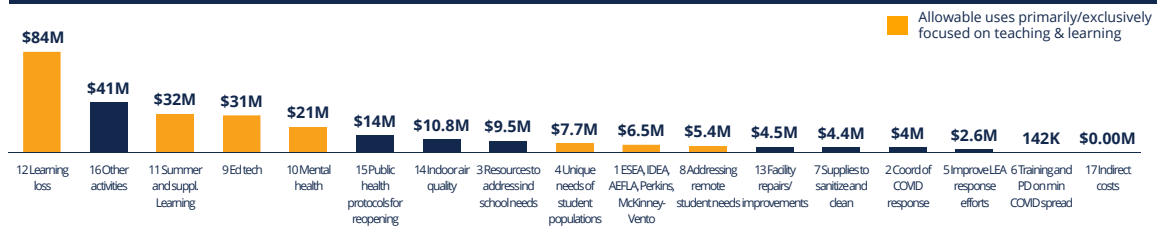
District Number	District Name	Total Direct and True Up Allocation	Previously Eligible	Total Eligible (cumulative)	Eligible Net Change	Summary of Changes
460	Hesston	\$247,762	\$51,848	\$232,960	\$181,112	Chromebooks, Internet hotspots
462	Central	\$292,862	\$222,015	\$292,862	\$70,847	PD, Technology infrastructure
499	Galina	\$846,712	\$846,712	\$846,712	0	Premium pay, software
Total		\$ 89,210,131	\$ 53,639,044	\$ 62,914,462	\$ 9,275,418	



Change Request Summary Allowable Use



Total net value of eligible planned expenditures, including this week's change requests



Note: Allowable use categorization is displayed based on district reporting





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



Vote to recommend the final slate of requests (including changes) to State Board

Scope: 18 ESSER II applications + 12 ESSER II change requests



ESSER Timeline

- October 20th: Mid-Month Pre-Read
- November 3rd: Pre-Read
- November 5th: Task Force Meeting
- November 9th: State Board Meeting
- November 24th: Mid-Month Pre-Read
- December 8th: Pre-Read
- December 10th: Task Force Meeting
- December 14th: State Board Meeting
- January 7th: Task Force Meeting (Possibility)
- January 11th: State Board Meeting



EANS II Update



Thank You



Kansas leads the world in the success of each student.

ESSER II Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	114	Riverside	581	50%	\$ 497,990	\$ 497,990	100%	\$ 497,990	100%	\$ 858
2	219	Minneola	247	57%	\$ 160,709	\$ 160,709	100%	\$ 160,709	100%	\$ 650
3	243	Lebo-Waverly	454	37%	\$ 196,696	\$ 196,696	100%	\$ 196,696	100%	\$ 433
4	271	Stockton	332	49%	\$ 243,127	\$ 243,127	100%	\$ 225,627	93%	\$ 681
5	311	Pretty Prairie	291	40%	\$ 146,619	\$ 146,619	100%	\$ 146,619	100%	\$ 505
6	330	Mission Valley	430	29%	\$ 148,561	\$ 148,561	100%	\$ 148,561	100%	\$ 345
7	350	St John-Hudson	310	52%	\$ 200,781	\$ 200,781	100%	\$ 200,781	100%	\$ 649
8	371	Montezuma	186	39%	\$ 125,832	\$ 125,832	100%	\$ 125,832	100%	\$ 677
9	381	Spearville	315	24%	\$ 94,388	\$ 94,388	100%	\$ 92,501	98%	\$ 294
10	390	Hamilton	56	77%	\$ 55,081	\$ 55,081	100%	\$ 55,081	100%	\$ 992
11	439	Sedgwick Public Schools	464	38%	\$ 171,220	\$ 171,220	100%	\$ 171,220	100%	\$ 369
12	448	Inman	392	24%	\$ 142,524	\$ 142,524	100%	\$ 142,524	100%	\$ 364
13	457	Garden City	6,921	67%	\$ 5,430,672	\$ 4,847,385	89%	\$ 4,447,385	92%	\$ 643
14	459	Bucklin	235	52%	\$ 163,882	\$ 163,882	100%	\$ 163,882	100%	\$ 699
15	475	Geary County Schools	7,206	50%	\$ 6,117,590	\$ 6,117,590	100%	\$ 6,117,590	100%	\$ 849
16	476	Copeland	97	60%	\$ 60,625	\$ 60,625	100%	\$ 60,625	100%	\$ 628
17	495	Ft Larned	820	50%	\$ 552,639	\$ 364,191	66%	\$ 364,191	100%	\$ 444
18	505	Chetopa-St. Paul	362	60%	\$ 391,108	\$ 391,108	100%	\$ 391,108	100%	\$ 1,080
Total			19,695	54%	\$ 14,900,044	\$ 14,128,309	95%	\$ 13,708,922	97%	\$ 696

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

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

Kansas CommonApp (2020)

2119-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ODMrQwdl

114_Riverside_ESSER_II_Plan_09

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 114 - Riverside

Applicant / Mailing Address

| 1409 Vermont PO Box 49
| Elwood, KS 66024

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

Applicant / Email Address of Owner, CEO, or Executive Director | jwhetzal@usd114.org

Applicant / Phone Number | (913)365-5632

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

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

Applicant / Federal EIN (if applicable) | 30-0632467

Applicant / Website Address (if applicable) | www.usd.114.org

Application details

Full District Name		Riverside
District Number		114
Mailing Address Street Address		1409 Vermont PO Box 49
Mailing City		Elwood
Mailing Address Zip Code		66024
Authorized Representative of the District Name		John Whetzal
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		jwhetzal@usd114.org
Authorized Representative of the District Phone Number		+19133655632
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		vwyatt@usd114.oreg
Other District Representative 2 Email Address		tlance@usd114.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 114 students have experienced learning loss during the previous school year due to loss and interruption of instructional time from the COVID-19 pandemic. Additionally, USD 114 had 7 pre-school-aged students not attend and 3 K-2 families choose to have instruction delivered remotely as a result of the restrictions. These students are coming back for this school year and we anticipate them being further behind academically than their peers. To counter our issues with academic loss and we have purchased and updated technology and software for our staff and students. We have hired additional teaching staff, classroom support staff, and cleaning staff.

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

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

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

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

- a. USD 114 has hired the following staff to increase social distancing, address retention and learning loss, and help with cleanliness and sanitizing
 - i. Two classroom teachers (with benefits)
 - ii. One part-time and one full-time reading para-professional
 - iii. Full-time substitute
 - iv. Additional summer custodian
 - v. Full-time custodian

USD 114 has purchased or updated the following to help with Remote Learning and student retention or learning loss.

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

Programming and Software purchased

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

Other purchases

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

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

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

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | John Whetzal

Date | 09/15/2021

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

USD	District Name	Data as of
114	Riverside	9/24/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
114-1-001-	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The COVID-19 pandemic exposed the need for our schools to have additional staff members (2) to allow us to increase social distancing in the classroom by lower the student/teacher ratio with two exceptionally large classes in particular.	\$ 105,698	\$ 105,698	\$ -	\$ -	\$ -	07-1000-110-02	
114-1-002-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, an additional Custodian is needed to help improve and maintain the increased frequency of necessary cleaning and sanitization procedures.□	\$ 28,080	\$ 28,080	\$ -	\$ -	\$ -	07-2600-120-02	
114-1-003-19000100	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to the extra responsibilities staff will need to assume to mitigate learning loss among students, we have agreed to extra duties for certified staff to be funded through Premium pay. (55 staff @ \$1,000)□	\$ 55,000	\$ 55,000	\$ -	\$ -	\$ -	07-1000-110-02	
114-1-004-19000100	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	The COVID-19 pandemic exposed the need for our buildings to have a full-time substitute ready to work with students in each building to help address an ongoing and exasperbated substitute shortage.□	\$ 25,164	\$ 25,164	\$ -	\$ -	\$ -	07-1000-115-02	

114-1-005-19000100	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Due to interrupted instruction and learning loss caused by COVID-19, we need one full-time and one half-time Reading Class paraprofessionals to identify and address learning loss and improve literacy skill retention among students.□	\$ 31,596	\$ 31,596	\$ -	\$ -	\$ -	07-1000-120-02	
114-1-006-19000100	Eligible	Direct Allocation	Support Services - School Administration	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The COVID-19 pandemic exposed the need for teachers to have updated laptops to help them more efficiently and effectively prepare for and deliver remote SEL and academic instruction to students and families due to quarantines. (12 PC Laptops)□	\$ 8,653	\$ 8,653	\$ -	\$ -	\$ -	07-2400-700-02	
114-1-007-19000100	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The COVID-19 pandemic exposed the need for students to have updated devices to help them more efficiently and effectively receive SEL and academic instruction from teachers and support staff due to quarantines. (12 devices for Elementary)□	\$ 3,188	\$ 3,188	\$ -	\$ -	\$ -	07-1000-730-02	
114-1-008-19000100	Eligible	Direct Allocation	Support Services - School Administration	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The COVID-19 pandemic exposed the need for teachers to have updated laptops to help them more efficiently and effectively prepare for and deliver remote SEL and academic instruction to students and families due to quarantines. (13 Mac Laptops)□	\$ 13,038	\$ 13,038	\$ -	\$ -	\$ -	07-2400-700-02	
114-1-009-19000100	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The COVID-19 pandemic exposed the need for students to have updated devices to help them more efficiently and effectively receive SEL and academic instruction from teachers and support staff due to quarantines. These Chromebook covers will help to protect the device and extend its use and longevity. (10	\$ 3,446	\$ 3,446	\$ -	\$ -	\$ -	07-1000-730-02	

114-1-010-19000100	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The COVID-19 pandemic exposed the need for students to have updated devices to help them more efficiently and effectively receive SEL and academic instruction from teachers and support staff due to quarantines. Additionally, licensing is required for all student Chromebooks.¶05	\$ 36,596	\$ 36,596	\$ -	\$ -	\$ -	07-1000-730-02	
114-1-011-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, custodial overtime is needed due to increased work time.¶	\$ 13,522	\$ 13,522	\$ -	\$ -	\$ -	07-2600-120-02	
114-1-012-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, an additional Custodian is needed during the summer to help deep clean and improve and maintain the increased frequency of necessary cleaning and sanitization procedures.¶	\$ 12,507	\$ 12,507	\$ -	\$ -	\$ -	07-2600-120-02	
114-1-013-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Due to the increased cleaning and sanitization protocols required to mitigate the spread of COVID-19, we need additional cleaning and sanitizing supplies.¶	\$ 4,696	\$ 4,696	\$ -	\$ -	\$ -	07-2600-610-02	
114-1-014-19000100	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Brain Pop is a science resource subscription for primary and intermediate elementary classes. This will be used to address learning loss and improve skill retention.¶	\$ 3,250	\$ 3,250	\$ -	\$ -	\$ -	07-1000-300-02	
114-1-015-19000100	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Local academic and SEL assessment testing for our students to determine learning loss due to COVID-19 measure academic gains once students returned to the classroom.	\$ 5,617	\$ 5,617	\$ -	\$ -	\$ -	07-1000-590-02	

114-1-016-19000100	Eligible	Direct Allocation	Support Services - School Administration	Debt Service & Miscellaneous	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Dues and fees for the district website to maintain immediate information and communication with the parents and community members. This allows us immediate and direct communication with the public and parents to address specific situations that arise due to the COVID-19 pandemic.	\$ 5,800	\$ 5,800	\$ -	\$ -	\$ -	07-2400-800-02	
114-1-017-19000100	Eligible	Direct Allocation	Support Services - School Administration	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	IXL software purchased to allow students in a Remote Learning situation, due to COVID-19 pandemic, access to the school network for classroom assignment submission online.	\$ 10,870	\$ 10,870	\$ -	\$ -	\$ -	07-2400-700-02	
114-1-018-19000100	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The COVID-19 pandemic has caused a large number of our students to fall behind grade level(s) in reading and math. This software was purchased to address the learning loss and retention for our students directly resulting from the COVID-19 pandemic.	\$ 22,979	\$ 22,979	\$ -	\$ -	\$ -	07-1000-300-02	The name of the software is Sondag System, as per distr
114-1-019-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Teachers Social Security Contribution	\$ 4,394	\$ 4,394	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-020-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Teachers Social Security Contribution	\$ 3,692	\$ 3,692	\$ -	\$ -	\$ -	07-1000-220-02	

114-1-021-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Teachers Unemployment Contribution	\$ 57	\$ 57	\$ -	\$ -	\$ -	07-1000-250-02	
114-1-022-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Teachers Unemployment Contribution	\$ 48	\$ 48	\$ -	\$ -	\$ -	07-1000-250-02	
114-1-023-19000100	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Fringe Package for Additional Teacher	\$ 9,345	\$ 9,345	\$ -	\$ -	\$ -	07-1000-210-02	
114-1-024-19000100	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Fringe Package for Additional Teacher	\$ 9,345	\$ 9,345	\$ -	\$ -	\$ -	07-1000-210-02	
114-1-025-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security for Additional Custodian	\$ 2,148	\$ 2,148	\$ -	\$ -	\$ -	07-2600-220-02	
114-1-026-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Tuition Reimbursement	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment Contribution for Additional Custodian	\$ 28	\$ 28	\$ -	\$ -	\$ -	07-2600-250-02	

114-1-027-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Fringe Package for Additional Custodian	\$ 9,345	\$ 9,345	\$ -	\$ -	\$ -	07-2600-210-02	
114-1-028-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	12. Addressing learning loss among students, including vulnerable populations	Unemployment Contribution for Reading Para-Professional	\$ 20	\$ 20	\$ -	\$ -	\$ -	07-1000-250-02	Supt noted that he double checked the object code used for unemployment, but that it populated as "tuition reimbursement". This is unemployment withholding
114-1-029-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	12. Addressing learning loss among students, including vulnerable populations	Unemployment Contribution for Reading Para-Professional	\$ 12	\$ 12	\$ -	\$ -	\$ -	07-1000-250-02	Supt noted that he double checked the object code used for unemployment, but that it populated as "tuition reimbursement". This is unemployment withholding
114-1-030-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Reading Para-Professional	\$ 1,491	\$ 1,491	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-031-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Reading Para-Professional	\$ 926	\$ 926	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-032-19000100	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Fringe Package for Reading Para-Professional	\$ 9,345	\$ 9,345	\$ -	\$ -	\$ -	07-1000-210-02	
114-1-033-19000100	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Fringe Package for Reading Para-Professional	\$ 198	\$ 198	\$ -	\$ -	\$ -	07-1000-210-02	
114-1-034-19000100	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for non-certified staff (36 @ \$1,000)	\$ 36,000	\$ 36,000	\$ -	\$ -	\$ -	07-1000-120-02	

114-1-035-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Social Security for Certified Staff	\$ 4,207	\$ 4,207	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-036-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Social Security for Classified Staff	\$ 2,754	\$ 2,754	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-037-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security withholding for Full-Time Substitute	\$ 1,735	\$ 1,735	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-038-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security withholding for Custodial Overtime	\$ 1,034	\$ 1,034	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-039-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Social Security withholding for Summer Custodian	\$ 957	\$ 957	\$ -	\$ -	\$ -	07-1000-220-02	
114-1-040-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment withholding for Certified Premium Pay	\$ 55	\$ 55	\$ -	\$ -	\$ -	07-1000-250-02	
114-1-041-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	3. Providing principals and other school leaders with resources to address individual school needs	Unemployment withholding for Classified Premium Pay	\$ 36	\$ 36	\$ -	\$ -	\$ -	07-1000-250-02	

114-1-042-19000100	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	3. Providing principals and other school leaders with resources to address individual school needs	Full-Time Substitute Unemployment Withholding	\$ 23	\$ 23	\$ -	\$ -	\$ -	07-1000-250-02	
114-1-043-19000100	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Fringe Package for Full-Time Substitute	\$ 9,345	\$ 9,345	\$ -	\$ -	\$ -	07-1000-210-02	
114-1-044-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Tuition Reimbursement	3. Providing principals and other school leaders with resources to address individual school needs	Custodial Overtime Unemployment Withholding	\$ 14	\$ 14	\$ -	\$ -	\$ -	07-2600-250-02	
114-1-045-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Tuition Reimbursement	3. Providing principals and other school leaders with resources to address individual school needs	Summer Custodian Unemployment Withholding	\$ 13	\$ 13	\$ -	\$ -	\$ -	07-2600-250-02	
114-1-046-19000100	Eligible	Direct Allocation	Support Services - School Administration	Debt Service & Miscellaneous	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Document cameras purchased for classroom teachers to give examples online in a Remote Learning environment resulting from the COVID-19 pandemic.	\$ 1,723	\$ 1,723	\$ -	\$ -	\$ -	07-2400-800-02	

Kansas CommonApp (2020)

1405-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OywjqLZj

219 Minneola ESSER II Plan 0909

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 | Minneola USD #219

Applicant / Mailing Address

| 111 East Locust

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

Applicant / Email Address of Owner, CEO, or Executive Director | lcuster@usd219.org

Applicant / Phone Number | 6208854372

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

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

Application details

Full District Name | Minneola

District Number | 219

Mailing Address | Street Address | 111 E. Locust St.

Mailing | City | Minneola

Mailing Address | Zip Code | 67865

Authorized Representative of the District | Name | Lance Custer

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | lcuster@usd219.org

Authorized Representative of the District | Phone Number | +16208854372

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.

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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.

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

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

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

In all, the additional ESSER II funds will be used to directly increase the safety of all students and staff in the buildings and address the learning loss that has been identified. It will help to ease the burden of additional supplies needed for cleaning and technology to connect students and staff.

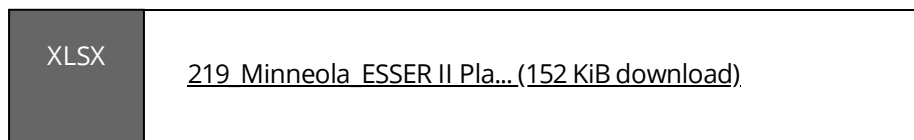
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

contract with a private party.

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and

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

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

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

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

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

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

Certification

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

Electronic Signature | Lance Custer

Date | 09/09/2021

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

USD	District Na	Data as of
219	Minneola	09/02/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
219-1-001-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Supplies and equipment for extra cleaning due to COVID.	\$ 12,000	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	07-2600-600-002	
219-1-002-20211012	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase technology to provide connectivity between home and school and address learning loss due to COVID. Students are allowed to take Chromebooks home. This cost will allow the district replace 75 Chromebooks @ approx \$260 each that were used and damaged last school year and allow us to replace additional chromebooks 35 in FY23 and 30 FY24 in anticipation of potential remote learning due to Covid infection and quarantining as well as the ongoing work of recovering learning loss.	\$ 36,709	\$ -	\$ 19,709	\$ 9,000	\$ 8,000	07-1000-321-002	
219-1-003-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	PPE supplies for students and staff due to COVID.	\$ 6,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	07-1000-610-002	

219-1-004-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Minneola USD 219 will use ESSER II money to pay employees \$100/month for extra time to address learning loss due to COVID. This amount represents the cost of 52 employees, including teaching staff, bus drivers, and janitorial staff to compensate for additional time spent cleaning and/or working with students beyond the school day.	\$ 106,000	\$ -	\$ 43,000	\$ 43,000	\$ 20,000	07-1000-110-002	
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Kansas CommonApp (2020)

2121-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KqelxAJK

243_Lebo Waverly_Esser II Plan_091721

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 | Lebo Waverly USD 243

Applicant / Mailing Address

| 411 Pearson
| Waverly, KS 66871

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

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

Applicant / Phone Number | 7857332651

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

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

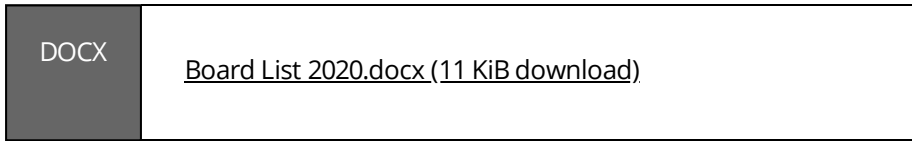
Applicant / Federal EIN (if applicable) | 48-0724331

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

Applicant / Mission Statement (if applicable)

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

Applicant / Board Member List *(if applicable)*



Fiscal Agent / Name (if applicable) | Corey Reese, Superintendent

Fiscal Agent / Email (if applicable) | creese@usd243ks.org

Application details

Full District Name | Lebo Waverly

District Number | 243

Mailing Address | Street Address | 411 Pearson

Mailing | City | Waverly

Mailing Address | Zip Code | 66871

Authorized Representative of the District | Name | Corey Reese

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | creese@usd243ks.org

Authorized Representative of the District | Phone Number | +17856300550

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

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

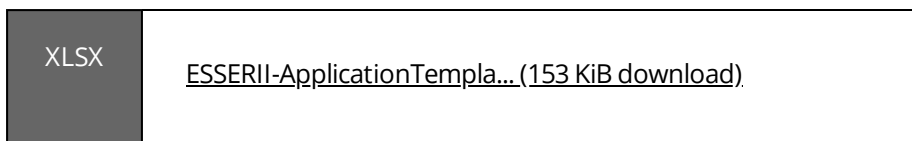
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
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(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature | Corey Reese

Date | 09/17/2021

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

USD	District Name	Data as of
243	Lebo-Waverly	9/24/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
243-1-001-19000100	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	USD 243 will pay each employee \$1,000 Premium pay. Payment will be made for four consecutive years to employees on November 10th with the typical payroll process.	\$ 196,696	\$ -	\$ 75,000	\$ 75,000	\$ 46,696	1000	District originally requested \$300,000. The ESSER II Direct allocation total is \$196,696. Per email with district: USD 243 will pay 75 employees \$1,000 per year in November with the November payroll each year for the next 4 years. ESSER II Provides the first \$196,696 ESSER III will provide the remaining \$103,304 required to provide each USD 243 employee \$1,000 per year premium pay to support retention of current staff and hiring of new staff. The \$103,304 will be included in our ESSER III application when submitted later this school year.

Kansas CommonApp (2020)

2081-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



gRBYKvWg

271_Stockton_ESSER II Plan_0902

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 271 Stockton

Applicant / Mailing Address

| 421 Main St, Stockton, KS 67669

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

Applicant / Email Address of Owner, CEO, or Executive Director | blowry@usd271.com

Applicant / Phone Number | 6202927073

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 | Stockton

District Number | 271

Mailing Address Street Address	421 Main St
Mailing City	Stockton
Mailing Address Zip Code	67669
Authorized Representative of the District Name	Bill Lowry
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	blowry@usd271.com
Authorized Representative of the District Phone Number	+17854256367
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 did impact our students, staff, and stakeholders. We had to expand our capacity to create results, engage in new and deeper patterns of thinking, and learn how to engage parents/caregivers to learn with us. Our school counselors and our mental health liaison documented an increase in the number of students in need of mental health resources and we were able to connect them to services. We have qualitative data to indicate our students in poverty were impacted by the pandemic by the number of absences documented while they were remote, parent contacts that expressed frustration, and the need for individual meetings for students to engage in any level of learning. As we monitored our KESA goals, we noticed that while we have maintained the progress we made pre-pandemic we did not make the expected growth due to the need for time to be allocated to continue the unfinished learning due to the school building closure in the spring of 2020.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

1. We will use the ESSER II funds to reduce our elementary school class size by adding two teachers which will help students regain any learning losses from COVID;
2. We will improve our distance learning for our 9-12 students by adding a Distance learning supervisor to help provide classes to students that are required or elective that can be obtained in the school building or remote to ensure graduation for all students;
3. We will ensure that both students and staff can obtain health services by providing a County-wide school nurse;
4. We will provide supplemental payment to all certified staff for conducting remote learning and in-person learning simultaneously so all students have a continuous learning opportunity;
5. We will reorganize our learning spaces with different tables and chairs to ensure an environment that safe during COVID;
6. We will provide a resource of a complete library of interactive lessons that will enrich K-12 instruction that will help teachers to successfully transition from the classroom to hybrid to virtual learning. This will be standards based with personalized learning;
7. We will provide after school and Summer learning opportunities for students to maintain and regain any learning losses that have occurred during COVID;
8. We will provide an environment suitable for social distancing in our classrooms by adding tables and seating;
9. We will provide all staff with VOIP phones to help with communication with students and staff during remote learning and in-person learning, all messages will be sent to each teachers email also.

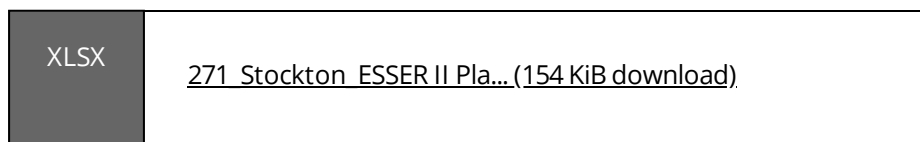
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to review our student data to determine the impact of the ESSER II funds. We will monitor graduation rate. We will survey students and parents on health concerns and needs and academic needs.

Notes on ESSER II application Excel template:

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

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

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

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

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

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

[72 FR 3703, Jan. 25, 2007]

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and

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

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

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

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

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

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

Certification

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

Electronic Signature | Bill Lowry

Date | 09/03/2021

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

USD	District Name	Data as of
271	Stockton	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
271-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Reduce the Teacher/Student ratio in the lower Elementary to help with student learning loss.	\$ 80,000	\$ -	\$ 40,000	\$ 40,000	\$ -	100	
271-1-002-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Provide support and supervision of online classroom that will provide all students an opportunity to complete classes that will help them graduate.	\$ 40,000	\$ -	\$ 20,000	\$ 20,000	\$ -	100	Relate to COVID-19; Applicant responded via email: Due to COVID we have students that failed required classes. In a small school, our schedule is hard to manipulate for students to take the classes again to get on track to graduate. Also, we have not been able to fill our open teaching positions with licensed personnel and are required to provide remote classes or on-line classes in those subject areas.

271-1-003-20211012	Ineligible	Direct Allocation	Instruction	Additional compensation paid to teachers	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	This will provide teachers a supplemental salary for providing in-person and remote learning at the same time during class time.	\$ 17,500	\$ 17,500	\$ -	\$ -	\$ -	100	Applicant responded via email: We paid 35 teachers a supplemental salary for teaching their in-person classroom at the same time they taught students remotely. We taught all students in quarantine by remote with concurrent in-person classes. This was paid on April 12, 2021. Item 10 from the attached negotiated agreement is the process we followed for paying the supplemental salary.
271-1-004-20211012	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Provide for a school nurse on-site to provide assistance with COVID related issues and data.	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	100	

271-1-005-20211012	Eligible	Direct Allocation	Instruction	Technology-Related Software	5. Procedures and systems to improve LEA preparedness and response efforts	BoardWorks will provide teachers and students with the ability to provide personalized instruction for in-person, hybrid and remote learning.	\$ 13,200	\$ -	\$ 13,200	\$ -	\$ -	100	
271-1-006-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Teachers will provide after-school and Summer learning opportunities to help students gain back any learning loss.	\$ 36,427	\$ 5,127	\$ 20,000	\$ 11,300	\$ -	100	Program information requested; Applicant responded via email: We will have 15 staff and one administrator instruct our Summer program. We anticipate 40 students will attend. Summer school will last for 8 weeks.
271-1-007-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Tables and chairs to create an learning environment to promote social distancing.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	100	

271-1-008-20211012	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	2. Coordination of COVID-19 preparedness and response efforts	VOIP phones for all staff will help with communication with students and parents during in-person, hybrid and remote learning. Voice messages will be sent to the teacher as an email.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	100	Relate to COVID-19; Applicant responded via email: We have very few phones in the District. With each teacher with a VOIP phones each teacher would have access to communicate with parents and students at any time of the day about their lessons during remote learning or being absence from school due to COVID or quarantine. All voice mails will be directed directly to their email, which can be accessed at any time. This would not increase the cost of our phone lines as this would run through the internet.
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Kansas CommonApp (2020)

1686-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MRqQZmgA

311_Pretty Prairie_ESSER II Plan_0920

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 311

Applicant / Mailing Address

| 206 E Main
| Pretty Prairie, KS 67570

Applicant / Email Address of Owner, CEO, or Executive Director | hedricka@usd311.com

Applicant / Phone Number | 620-459-6241

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

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

Application details

Full District Name | Pretty Prairie

District Number | 311

Mailing Address | Street Address | PO Box 218

Mailing City		Pretty Prairie
Mailing Address Zip Code		67570
Authorized Representative of the District Name		Ashley Anderson
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		andersona@usd311.com
Authorized Representative of the District Phone Number		+16204596241
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		hedricka@usd311.com

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

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

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

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

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

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

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

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

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

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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.

1. Academics

USD 311 plans to utilize ESSER II funds to increase academic opportunity by utilizing software platforms that can serve as diagnostic baseline data and provide prescriptive intervention/enrichment resources. Our current curriculum resources lacked technology components, especially in math, to make lessons interactive. In addition, we will be purchasing internet hot-spots for families without internet.

Our teachers were utilizing machines that did not have webcams and were not able to be mobile and transported to home in the event of a quarantine. We would like to purchase and better computers for our teachers to utilize online applications for streaming their classrooms and/or accommodating more individualized learning requests. They need to be able to record themselves, access multiple screens at one time, input data easily and effectively, etc. The machines they were using were not performing any of those functions regularly or consistently.

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

2. Social-Emotional

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

3. Premium Pay

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

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

1. Academics

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

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

2. Social Emotional

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

3. Premium Pay

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

Notes on ESSER II application Excel template:

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

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

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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[72 FR 3703, Jan. 25, 2007]

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- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
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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)

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

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§200.303 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:

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§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

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§200.430 Compensation—personal services.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

Certification

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

Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Ashley Anderson

Date | 09/20/2021

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

USD	District Name	Data as of
311	Pretty Prairie	9/24/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
311-1-001-19000100	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	IXL, Aims Web, Really Great Reading	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	07-1000-649-05	Per narrative:Academics USD 311 plans to utilize ESSER II funds to increase academic opportunity by utilizing software platforms that can serve as diagnostic baseline data and provide prescriptive intervention/enrichment resources. Our current curriculum resources lacked technology components, especially in math, to make lessons interactive. In addition, we will be purchasing internet hot-spots for families without internet.
311-1-002-19000100	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Teacher machines capable of handling remote learning, video streaming, etc.	\$ 58,000	\$ -	\$ 58,000	\$ -	\$ -	07-1000-650-05	Per narrative:Our teachers were utilizing machines that did not have webcams and were not able to be mobile and transported to home in the event of a quarantine. We would like to purchase and better computers for our teachers to utilize online applications for streaming their classrooms and/or accommodating more individualized learning requests. They need to be able to record themselves, access multiple screens at one time, input data easily and effectively, etc. The machines they were using were not performing any of those functions regularly or consistently.
311-1-003-19000100	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding 3rd grade classroom for enrollment increase, Covid concerns,	\$ 46,119	\$ -	\$ 46,119	\$ -	\$ -	07-1000-111-05	Per narrative:We have a large third grade class this year, and to safeguard against COVID, we needed to split the class. We will use ESSER funds to pay for the additional teacher.
311-1-004-19000100	Eligible	Direct Allocation	Support Services (Students)	Other	10. Providing mental health services and supports	Social Emotional Curriculum for counselors to implement	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	07-2100-649-05	Per narrative: Social-Emotional To respond to the students who have suffered mental anguish from quarantines and isolation, we would like to utilize curriculum that supports the teaching and learning of the social- emotional influence on daily lives. We would like to purchase Second Steps, a program to implement in our buildings to help our students work through some of the social-emotional repercussions they are enduring.

311-1-005-19000100	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$500 premium pay for teachers to supply plans for remote instruction in their classrooms for 21-22	\$ 14,500	\$ -	\$ 14,500	\$ -	\$ -	07-1000-151-05	Per narrative: Premium Pay To be proactive, our district would like to do a \$500 premium pay award to each of our teachers who presents their plan of attack for when/if their classroom and/or individual students has to be quarantined. When the teachers present their plan, with principal approval of expectations and quality assurance, we would like to present them with their premium pay.
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Kansas CommonApp (2020)

2061-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

330_Mission Valley_ESSER II Plan_0827



ExzRRMdl

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** | Mission Valley USD 330
- Applicant / Mailing Address**
 - 511 E 2nd Ave
 - PO Box 158
 - Eskridge, KS 66423
- Applicant / First and Last Name of Owner, CEO, or Executive Director** | Tasha Raine
- Applicant / Email Address of Owner, CEO, or Executive Director** | traine@mv330.org
- Applicant / Phone Number** | 785-449-2297

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

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

Application details

- Full District Name** | Mission Valley

District Number		330
Mailing Address Street Address		511 East 2nd Ave., Box 158
Mailing City		Eskridge
Mailing Address Zip Code		66423
Authorized Representative of the District Name		William J. Clark
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		bclark@mv330.org
Authorized Representative of the District Phone Number		+17854492282
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		traine@mv330.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 330 Mission Valley was able to stay face-to-face during the 2020-2021 with the exception of a short period of time during the Fall when the number of quarantined staff made it impossible to operate our school & facilities effectively. The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc...). As a single district who is responsible to providing its own IDEA services, the isolations and quarantines of staff made it very difficult to provide the direct needed services to our students. All students in our district lost out on effective instruction as substitute teachers filled in the best they could when staff was absent.

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

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

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

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

Coordination of preparedness and 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.

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

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

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

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

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

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

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

USD 330 has four primary areas that ESSER II funds will be allocated for. These areas include salaries, instructional equipment, instructional supplies, and technology programs and platforms.

Funds for salaries will be directed to support an interventionist at the secondary level, staff (licensed and classified) who are providing instruction for the elementary Jump Start and Kindergarten Bootcamp, and retention money (\$500) for staff who worked for the district during the ongoing pandemic.

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

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

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

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

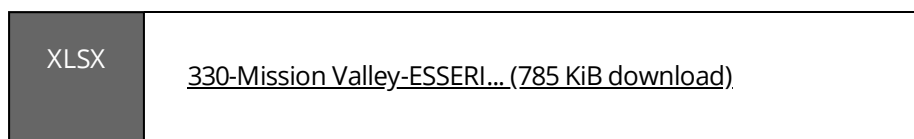
The impact of hiring an additional custodian to disinfect and clean facilities should reduce student absences due to illness including COVID-19.

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

Certification

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

Electronic Signature | William J Clark

Date | 08/30/2021

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

USD	District Name	Data as of
330	Mission Valle	09/20/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
330-1-001-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	1B. Any activity authorized by the Individuals with Disabilities Education Act.	These expenditures were for the summer enrichment activities planned for Summer 2021 and will be used in future summer programs and other enrichment programs. It included such things as STEM Projects (building, mechanicals, and electricity) enrichment kids, motor lab supplies and activities. In addition, expenditures were used to support our new sensory integration room that will be opened Fall 2021 and will be available to all students to assist with regulating behaviors. We also brought in with our connection to Greenbush a Portable Explorations Camp.	\$ 12,985	\$ -	\$ 12,985	\$ -	\$ -	35200	Per narrative, The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc...). To support learning loss experienced by our students we offered a 3-week Jump Start program this summer to approximately 45 elementary students who were identified as needing academic support to make up learning loss, as well as, providing social-emotional, sensory, and behavioral support. Funds for instructional equipment and supplies will directed at technology equipment to support learning both at school and to ensure students have access at home, equipment and supplies for the summer learning opportunities at the elementary, supplies for a redesigned classroom that will be used to support the social-emotional needs of all students by providing them sensory activities to help them focus better on academic and behavioral requirements. Per applicant, We had (2) separate summer programs. We held a Jump Start Program and a Kindergarten Bootcamp. The Jump Start Program consisted of 12 staff members and served 40 students. It was held for 12 days (July 19-23, July 26-29, and August 2-5) for 3 hours/day. Staff worked 4 hours/day. The purpose of the Jump Start program was to provide educational support & social-emotional support to students who were identified as needing academic support in Phonics, reading, and math. These students we felt were some of the one most impacted by COVID related issues. We also had counseling staff present.

330-1-002-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	USD 330 Mission Valley has used PowerSchool as our Student Information System for years, however one feature we never accesses was the PowerSchool Performance Matters & Analytics program. As we have moved through the COVID-19 pandemic we learned that we needed a platform that could house all of our student testing/assessment data in one central location in stead of being housed all over the place. This \$18,000 platform will now allow our admin and teachers to be able access student data much more efficiently in order to quickly identify student growth and areas of concern which will allow us to use it in guided instruction, better identifying at-risk students, and students in need of interventions (academic & social-emotional).	\$ 40,174	\$ 25,174	\$ 15,000	\$ -	\$ -	35320	Per narrative, The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc...). Funds for technology programs and platforms will be directed at continuing to purchase items such as Edgenuity to support the needs of not only struggling learners, but also for credit recovery that occurred, PowerSchool Analytics & Performance, Zoom Platform, and other various programs and platforms to support not only direct learning but also for staff to identify students who are struggling academically or emotionally.
330-1-003-20211012	Eligible	Direct Allocation	Instruction	Property	12. Addressing learning loss among students, including vulnerable populations	These funds will go towards purchasing additional instructional equipment to assist with future summer activities and after school activities to assist with learning loss and social emotional needs of students.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	35160	Per applicant, Jump Start Program expenditures (TOTAL =\$2415.37) (Building Set/Building Kit = \$28.94) (Intro to Mechanics Physics = \$64.85) (Electrical Circuit Learning Kit = \$145.10) (Portable Exploration Camp = \$2176). Sensory Integration Room expenditures (TOTAL = \$10,291). (Custom Expansion Beam=\$385.00) (Tactile Disc Set = \$85.50) (Scooter Board Ramp = \$364) (Carousel Spinner = \$157) (Rocking Arch = \$271) (Elastablast =\$69.00) (Custom Support Structure = \$3165) (Platform Swing=\$190) (Moon Swing = \$227) (Sky Sailor = \$354.00) (Suspension & Height Adjustment Kit = \$600) (Steering Wheel Swing = \$67.00) (Cuddle Swing = \$157) (Giddie-up Glider Swing = \$370) (4 folding mats = \$868.36) (2 Inflatable Exercise Balls= \$61.38) (Set of 6 Rhino Skin Playground Balls=\$58.88) (20 inch Beach Ball = \$2.66) (2 Spin Boards = \$207.98) (2 Scooter Connect-a-Scooter = \$52.90) (2 18ft jump ropes =\$11.94) (2 7ft jump ropes=6.48) (2 Balance Duck Walkers = \$27.02) (Indestructible Bean Bags=\$30.99) (6 24inch hoops=\$270.24) (Storage Trunk for supplies=162.22) (Adjustable Easel = (98.52) (Foam Shape Barrels (\$669.04)

330-1-004-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These funds will be used in two primary ways: 1) provide licensed staff who worked for USD 330 Mission Valley in 20-21 a \$250 retention bonus, and another \$250 retention bonus for those who return for the 22-23 school year. This is needed in an effort to keep quality staff employed during these hard times. Additionally, \$21,000 of these funds will be help to pay for the salary of our EXCEL teacher who will be working with students at the 7-12 level who are in need of credit recovery, Tier 2 interventions (reading/math), as well as other academic and social-emotional support.	\$ 32,402	\$ -	\$ 32,402	\$ -	\$ -	35150	Per narrative, The COVID-19 pandemic has impacted the learning of all of our students but especially students who are already struggling learners (students who receive special education services, students identified at-risk, students receiving support through title services, etc...). Per applicant, The retention pay for staff was done as part of negotiations and approved by the Board of Education. No retention pay was paid off of the FY21 budget. Retention pay will be paid under the FY22 budget (\$250 will be paid to staff who are currently working for USD 330 Mission Valley and were employed during the 20-21 school year) another (\$250 will be paid at the end of the 2021-2022 school year for those who are returning for the following year)
330-1-005-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Contributions on the salary expenses of licensed staff	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	35170	
330-1-006-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employee benefit on the additional salary expenses of licensed staff	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	35180	
330-1-007-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group insurance on the additional salary expenses of licensed staff	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	35190	

330-1-008-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These funds will be used in two primary ways: 1) provide classified staff who worked for USD 330 Mission Valley in 20-21 a \$250 premium pay, and another \$250 premium pay for those who return for the 22-23 school year. This is needed in an effort to keep quality staff employed during these hard times. A portion of these funds will also be used to employee an extra cusotidan during the school day whose primary purpose is to clean high touch surfaces in order to help mitigate the spread of COVID-19 in our facilities. The premium pay is still subject to Board Approval.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	35220	Per applicant, The retention pay for staff was done as part of negotiations and approved by the Board of Education. No retention pay was paid off of the FY21 budget. Retention pay will be paid under the FY22 budget (\$250 will be paid to staff who are currently working for USD 330 Mission Valley and were employed during the 20-21 school year) another (\$250 will be paid at the end of the 2021-2022 school year for those who are returning for the following year). The BOE has now approved the retention bonus for all staff (licensed, classified, and admin). Again, no \$\$\$ for retentions was provided off of the FY21 budget.
330-1-009-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Contributions on the salary expenses of licensed staff	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	35210	
330-1-010-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Group insurance on the additinal salary expenses of licensed staff	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	35230	

Kansas CommonApp (2020)

2072-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

350_St John Hudson_ESSER II Plan_0903



wxZLpPOE

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 350 St. John

Applicant / Mailing Address

| 505 N. Broadway

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

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

Applicant / Phone Number | 6205493564

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

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

Application details

Full District Name | St. John-Hudson

District Number | 350

Mailing Address Street Address	505 N. Broadway
Mailing City	St. John
Mailing Address Zip Code	67576
Authorized Representative of the District Name	Josh Meyer
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	meyerj@usd350.com
Authorized Representative of the District Phone Number	+16205493564
Would you like to additional district representatives to the application?	No

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

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

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

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

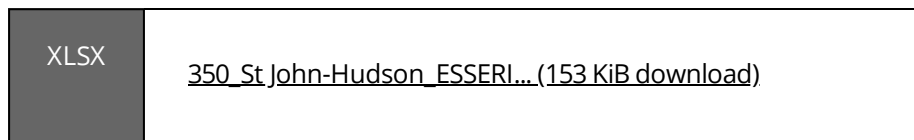
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize data from AimsWeb, state assessments, and the ACT to determine the impact on learning. We use the student risk screening scale 3 times per year to assess social/emotion well-being. The SRSS data will be used to determine the impact on students' social/emotional health.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

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

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

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

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

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

Certification

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

Electronic Signature | Josh Meyer

Date | 09/07/2021

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

USD	District Na	Data as of
350	St John-Hu	9/13/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
350-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Additional instructional aides to work with students within our multi tiered system of supports to ensure students are performing at grade level targets in math and reading - particularly for those that missed instruction time due to Covid shutdowns and quarantines.	\$ 66,216	\$ 22,216	\$ 22,000	\$ 22,000	\$ -	96	
350-1-002-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software for remote learning and remediation. This will ensure that students that must be quarantined due to Covid can still learn away from school and also help with remediation of students that have lost instructional time in class due to Covid.	\$ 2,166	\$ 2,166	\$ -	\$ -	\$ -	96	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.
350-1-003-20211012	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology equipment to provide remote learning as needed, remediation, and additional instruction. This will ensure that students that must be quarantined due to Covid can still learn away from school and also help with remediation of students that have lost instructional time in class due to Covid. Breakdown on the equipment is \$15,502.20 for Chromebooks, \$2,550 for charging stations, \$10,887.18 for PC computers.	\$ 28,939	\$ 28,939	\$ -	\$ -	\$ -	96	

350-1-004-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Scrubbing machine for cleaning and disinfecting the school buildings because it is important to kill the Covid virus in our building to keep it from spreading.	\$ 8,177	\$ 8,177	\$ -	\$ -	\$ -	96	This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)
350-1-005-20211012	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium pay for staff retention for 82 employees @ \$500 plus payroll taxes. This pay is needed to ensure we keep good teachers and staff employed. Covid has created an environment where people are concerned about working in schools. This retention pay will help encourage employees to stay.	\$ 44,000	\$ -	\$ 44,000	\$ -	\$ -	96	
350-1-006-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	HVAC Control system improvements to maintain indoor air quality, improve ventilation, and mitigate the spread of virus in the school building. The current control system does not allow for fresh air intake with our air handling system. An upgrade of this control system will allow for fresh air to be circulated in classrooms in our main building. Good indoor air quality will help mitigate the spread of Covid in our classrooms.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	96	Allowable if CDC guidelines are met
350-1-007-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	Professional development for MTSS and SEL Supports. This will help our staff be able to meet the needs to students that have lost instructional time due to Covid or have experience trauma at home and complicated by extended time at home due to Covid.	\$ 1,283	\$ -	\$ 1,283	\$ -	\$ -	96	

Kansas CommonApp (2020)

2065-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

371_Montezuma_ESSER II Plan_0830



xwwOOezR

Applicant details

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

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

Select an Applicant Type | Unified School District

Applicant / Entity Name | Montezuma USD 371

Applicant / Mailing Address

| PO Box 355
| Montezuma, KS 67867

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

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

Applicant / Phone Number | 620-846-2283

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

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

Applicant / Federal EIN (if applicable) | 48-6009674

Applicant / Website Address (if applicable) | usd371.org

Fiscal Agent / Name (if applicable) | Kaylee Coles

Fiscal Agent / Email (if applicable) | kaylee@usd371.org

Fiscal Agent / Mailing Address (if applicable)

PO Box 355
Montezuma, KS 67867

Application details

Full District Name		Montezuma
District Number		371
Mailing Address Street Address		PO Box 355 103 W. Sunnyside Street
Mailing City		Montezuma
Mailing Address Zip Code		67867
Authorized Representative of the District Name		Jay Zehr
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		jay@usd371.org
Authorized Representative of the District Phone Number		+16208462283
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		kaylee@usd371.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 #371 has approximately 200 students in grades PK-5 & 9-12. All students have been in school, in person during 2020-2021. As a district, we carefully considered the data associated with the academic impact, in particular, the data that may indicate any learning gaps larger than normal. In reviewing the data, we found the following: Our elementary classes had the most severe learning gaps created by the pandemic. When tested upon return in the fall of 2020, our data showed that we had 46% of our students in grades K-3 scoring in the high risk as opposed to 34% in 2019. In grades 4th and 5th, the results showed 40% of our students in the bottom two categories, and finally, in grades 9-12, 13% of our students scored in the bottom two tiers. Looking at the results, we focused the use of our ESSER II funds to hire support staff, in particular, a reading specialist to aid us in closing the identified gaps. At the elementary level, we continue to look at the data and in that process we determined the focus of our summer school to be on the area of reading. We gathered information and data and me to get a plan in place as we move forward. As an administrative team, we have seen the scores of all student progress as in a

normal year. We are confident that if we stay on track, we will continue to see our scores increase while also seeing the at-risk % decline.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

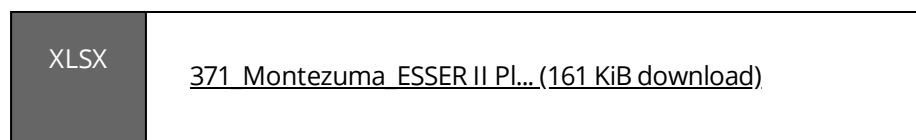
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The Reading Interventionist will work directly with our teachers and administration to analyze data in comparing prior and current year assessments to address the learning loss of our students due to COVID. Our teacher is also trained in dyslexia and has helped to restructure our summer school program to meet the needs of all students. Measuring the impact of a school nurse may be difficult. Attendance records, training of staff, and possibly a survey of students and parents as to the effectiveness of a school nurse may be an option. The employment of a school nurse will allow for a direct connection with KDHE and our county health department. The nurse is able to better evaluate and monitor COVID cases and report accurate information to our community in regards to student health and safety.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

Certification

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

Electronic Signature | Jay Zehr

Date | 09/08/2021

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

USD	District Name	Data as of
371	Montezuma	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
371-1-001-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	School Nurse Salary	\$ 50,214	\$ 50,214	\$ -	\$ -	\$ -	74-2400-120	Per narrative: School Nurse to address chronic absenteeism, communication with health specialists including KDHE, Gray Co. Health Department, and our local health clinic. The district has never employed a school nurse prior to COVID-19. In addition the district employed a Reading Interventionist Specialist to address the gap in academic learning created by COVID-19, as well as 6 certified teachers for Summer School. The district will also purchase PPE to continue to do what we can to minimize the impact of COVID in the district.
371-1-002-20211012	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	School Nurse FICA	\$ 3,739	\$ 3,739	\$ -	\$ -	\$ -	74-2400-220	Per narrative: School Nurse to address chronic absenteeism, communication with health specialists including KDHE, Gray Co. Health Department, and our local health clinic. The district has never employed a school nurse prior to COVID-19. In addition the district employed a Reading Interventionist Specialist to address the gap in academic learning created by COVID-19, as well as 6 certified teachers for Summer School. The district will also purchase PPE to continue to do what we can to minimize the impact of COVID in the district.
371-1-003-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Reading Interventionist Salary	\$ 46,934	\$ 46,934	\$ -	\$ -	\$ -	74-1000-110	Relate to COVID-19; Per CommonApp 46% K-3 students identified as High Risk ; Applicant responded via email: ading Interventionist Salary to address the increased number of high risk learners in an effort to close the identified achievement gaps as a result of COVID.

371-1-004-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Reading Interventionist FICA	\$ 3,488	\$ 3,488	\$ -	\$ -	\$ -	74-1000-220	
371-1-005-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE for 240 students and staff to reduce the spread of COVID	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	74-2600-610	
371-1-006-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salaries for 6 certified staff to provide Summer School Instruction	\$ 4,200	\$ 4,200	\$ -	\$ -	\$ -	74-1000-110	Per the CommonApp 6 teachers will provide summer learning services; Applicant responded via email: Salaries for 6 certified staff to provide Summer School Instruction for 45 students. The Summer Program operates twice a week for 3 hours a day beginning July 20th and ending August 12.
371-1-007-20211012	Eligible	Direct Allocation	Support Services - School Administration	Group Insurance	2. Coordination of COVID-19 preparedness and response efforts	School Nurse Benefits-Health Insurance	\$ 7,128	\$ 7,128	\$ -	\$ -	\$ -	74-2400-210	
371-1-008-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Reading Intervention Specialist Benefits-Health Insurance	\$ 7,128	\$ 7,128	\$ -	\$ -	\$ -	74-1000-210	

259-1-009-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	<p>An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.</p>	\$ 31,140	\$ 31,140	\$ -	\$ -	\$ -	56013 - 100002	Approved at 7/13/2021 State Board Meeting.
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Kansas CommonApp (2020)

2071-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

381_Spearville_EsserII Plan_0903



jB0kbQAG

Applicant details

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Select an Applicant Type | Unified School District

Applicant / Entity Name | Spearville USD 381

Applicant / Mailing Address

| 304 E. Ave. B
| Spearville, KS 67876

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

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

Applicant / Phone Number | 6203852676

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

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

Fiscal Agent / Name (if applicable) | Kayla Rogers

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

Fiscal Agent / Mailing Address (if applicable)

| 304 E. Ave. B
| Spearville, KS 67876

Application details

Full District Name	Spearville School District
District Number	381
Mailing Address Street Address	304 East Ave. B.
Mailing City	Spearville
Mailing Address Zip Code	67876
Authorized Representative of the District Name	Daryl Stegman
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	daryls@usd381.org
Authorized Representative of the District Phone Number	+16203852676
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	kaylar@usd381.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 381 Spearville Public Schools, in an effort to retain and recruit quality staff during the COVID 19 Pandemic, proposes using ESSER 2 funds to provide a one-time \$1500 Premium pay incentive for all staff for the 2021-2022 school year. Our staff including all teachers, para-professionals, counselors, administration, office, nutrition, custodial, maintenance and transportation total 60 employees.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 using the Direct District Allocation money of \$1887 to help support the afterschool program. Additional staff is needed to help the students with their learning loss.

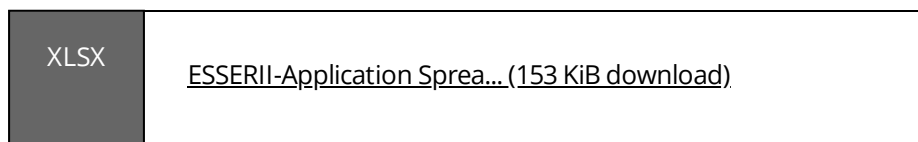
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and

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

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

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

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

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

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

Certification

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

Electronic Signature | Daryl Stegman

Date | 09/08/2021

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

USD	District Na	Data as of
381	Spearville	9/13/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
381-1-001-20211012	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium- Incentive pay for additional duties that are imposed upon each employee to protect our students, staff and community against covid-019	\$ 46,000	\$ -	\$ 46,000	\$ -	\$ -	07-1000-100	Per Applicant, Retention incentive payments of \$1,500 per staff will be made in December. Row 15 reflects certified staff.
381-1-002-20211012	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium- Incentive pay for additional duties that are imposed upon each employee to protect our students, staff and community against covid-019	\$ 33,000	\$ -	\$ 33,000	\$ -	\$ -	07-1000-120	Per Applicant, Retention incentive payments of \$1,500 per staff will be made in December. Row 16 reflects non-certified staff.
381-1-003-20211012	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Substitutes paid when teachers are out due to quarantine guidelines.	\$ 3,730	\$ 3,730	\$ -	\$ -	\$ -	07-1000-120	Per narrative, The Pandemic will continue to challenge all of us to provide a safe quality learning environment for all of student during the 2021-2022 school year. At this time the majority of the staff have chosen not to receive the vaccine (for various personal reasons).
381-1-004-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Spearville Afterschool Program	\$ 9,771	\$ 9,771	\$ -	\$ -	\$ -	07-1000-120	Per applicant, the afterschool program to address learning loss related to Covid is daily from 3:30-5. The request reflects actual expenses. Staff serve a range of 20-50 students daily.
381-2-001-20211012	Eligible	True Up Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Spearville Afterschool Program	\$ 1,887	\$ 1,887	\$ -	\$ -	\$ -	07-1000-120	

Kansas CommonApp (2020)

2094-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



RgbOAnNr

390 Hamilton ESSER II Plan 0915

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 | Hamilton USD No. 390

Applicant / Mailing Address

| 2596 W Road
| Hamilton, KS 66853

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

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

Applicant / Phone Number | 620-678-3244

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

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

Applicant / Federal EIN (if applicable) | 48-0698441

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

Fiscal Agent / Name (if applicable) | Dedra K Stutesman

Application details

Full District Name	Hamilton
District Number	390
Mailing Address Street Address	2596 W. Road North
Mailing City	Hamilton
Mailing Address Zip Code	66853
Authorized Representative of the District Name	Dedra Stutesman
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	dstutesman@hamilton390.net
Authorized Representative of the District Phone Number	+16206783321
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	mronen@hamilton390.net

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

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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.

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Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

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

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

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

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

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

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

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

USD 390 will be looking to expand on our virtual efficiency with some equipment and software purchases while also providing professional development for our administration and teaching staff so they are able to use it better. In addition, we would

like to provide some premium pay for our employees who have been going well beyond their normal job description duties to plan and adjust virtual curriculum and to keep their work environment clean. With a new administrator we need to provide some professional development to bring her up to speed in leading our district through this pandemic age and to also provide our entire staff PD in the areas of emotional development of our students.

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

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students,

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

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

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

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

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

Certification

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

Electronic Signature | Michael Ronen

Date | 09/15/2021

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

USD	District Name	Data as of
390	Hamilton	9/24/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
390-1-001-19000100	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Provide a new K-12 Principal with professional development to assist her in learning how data management tools can help show learning gaps for our students as well as strategies for closing the gap that has been exacerbated by Covid 19, both academically and in the area of attendance. In addition, PD would be provided for direct COVID areas such as cleaning, masking, distancing, and communicating with staff and public.	\$ 2,700	\$ 2,700	\$ -	\$ -	\$ -	07-2200-300-0000	
390-1-002-19000100	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	Provide training for staff so they are better equipped to recognize and support the social and emotional needs of our students that have been impacted by Covid 19.	\$ 2,700	\$ 2,700	\$ -	\$ -	\$ -	07-2200-300-0000	
390-1-003-19000100	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Due to excessive illness and quarantine from Covid 19, we have a much greater need for substitutes, not only for teaching staff but also for classified staff in the food service and custodial areas. This amount would help pay for this increase in substitute expense.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	07-1000-115-0000	
390-1-004-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchasing cleaning and disinfecting supplies that are beyond normal, pre-COVID quantities and strength. These supplies would also include masks, face shields, thermometers, and gloves.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	07-2600-610-0000	

390-1-005-19000100	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	To help combat our 40% staff turnover, due to Covid, rate from last year, we are requesting premium pay for all district employees. This pay is necessary given the increased job related duties that are taking place by our staff responding to the academic, social, and emotional needs of our students during the pandemic. All employees have agreed to and are performing the extra duties. These duties include but are not limited to: increased time and effort to provide academic support, social and emotional support, wellness support, safe transportation, and other unexpected supports, extra communication with students and families due to virtual learning and illnesses, extra work with data analysis and targeted interventions, an increased development of resources to teach virtually, and the time and effort put out in order to keep our facility clean and safe. Payment would be made as follows: \$1,000 for certified employees, \$500 for full time classified employees, and \$250 for part time classified employees.	\$ 17,000	\$ 17,000	\$ -	\$ -	\$ -	07-1000-100-0000	
390-1-006-19000100	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	12. Addressing learning loss among students, including vulnerable populations	Due to excessive turnover (exacerbated by Covid 19), we have 3 brand new teachers in our district, 2 of which are Transition To Teaching candidates. These brand new educators need additional training in classroom teaching, especially virtual teaching when they or their students are under quarantine. These funds would pay for some training for all teachers with additional training for our T2T teachers.	\$ 4,181	\$ 4,181	\$ -	\$ -	\$ -	07-2200-500-0000	
390-1-007-19000100	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	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	Currently we have no outside door security system. These funds would provide a system for one door at each building. It would greatly eliminate the traffic from visitors by giving us the ability to view and hear each person before entrance. This allows us to question and / or measure temperatures for all visiting guests to comply with Covid 19 protocols.	\$ 8,000	\$ 8,000	\$ -	\$ -	\$ -	07-2600-460-0000	
390-1-008-19000100	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Last year COVID funds were used to develop a 1:1 technology program for grades 1-12. This year we would like to add our K and PK students by purchasing some M7 tablets to help them during home study time during sickness and quarantine from Covid. We would need 15 of these. Also, due to enrollment increases we need some extra laptops for our 1-12 grade levels to insure access to instruction during sickness and quarantine from Covid. 20 laptops are needed. Lastly, we have developed 2 virtual teacher labs for use when teachers are teaching virtually with students in the regular classroom. To provide better connectivity and instruction we would like 2 upgraded computers for this lab.	\$ 9,500	\$ 9,500	\$ -	\$ -	\$ -	07-1000-300-0000	

390-1-009-19000100	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	With absenteeism and quarantines occurring regularly due to Covid, we need to enrich and upgrade our virtual offerings for students to use at home or school during quarantine times. These can also be used for enrichment time for those students who have fallen behind during the past year due to the pandemic. This programming and software will mostly cover reading and comprehension for our elementary school age children as that is the area that encompasses our largest gap. Other topics would include writing, spelling, and grammar.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	07-1000-300-0000	
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Kansas CommonApp (2020)

2022-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JmMVwRwj

USD 439 Sedgwick Public Schools

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	Sedgwick Public Schools USD 439
Applicant / Mailing Address	400 W. 4th St., P.O. Box K Sedgwick, KS 67135
Applicant / First and Last Name of Owner, CEO, or Executive Director	Larry Roth, Superintendent
Applicant / Email Address of Owner, CEO, or Executive Director	lroth@usd439.com
Applicant / Phone Number	3167725783

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

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

Applicant / Federal EIN (if applicable)	486004749
Applicant / Website Address (if applicable)	www.usd439.com
Fiscal Agent / Name (if applicable)	Deniece Richardson

Fiscal Agent / Email (if applicable) | drichardson@usd439.com

Fiscal Agent / Mailing Address (if applicable)

P.O. Box K
Sedgwick, KS 67135

Application details

Full District Name | Sedgwick Public Schools

District Number | 439

Mailing Address | Street Address | Box K

Mailing | City | Sedgwick

Mailing Address | Zip Code | 67135

Authorized Representative of the District | Name | Larry Roth

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | lroth@usd439.com

Authorized Representative of the District | Phone Number | +13167725783

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

Other District Representative 1 | Email Address | drichardson@usd439.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.

Sedgwick Schools, like other districts across the state, have witnessed a pandemic that has impacted, to varying degree, every student enrolled in our district. The impact of spring 2019 where traditional instruction came to a halt has left our students academically behind. Although our elementary students were in attendance every day during the 20-21 school year, obstacles continued to hamper traditional learning. These barriers included teachers and students wearing masks which impeded visual cues and general hearing altogether. Coupled along with quarantines, at times entire classes, elementary students did not have typical opportunities as in previous years. Students at the secondary level experienced similar challenges. However, secondary students experienced nearly two weeks of remote learning and several weeks of learning through a hybrid. With courses being interrupted and ongoing instructional challenges, secondary students have gaps as well. With the frequent disruptions, all students felt the emotional impact. This holds true for educators as well. As a result, the likelihood of increased anxiety, depression, and other stressors that impacted mental health have increased within our

district population. This has made social and emotional intervention important in moving forward. In addition, the stressors of these past 18 months have made it difficult to retain staff and hire new staff. The impact of academic loss and stressors did not affect all students equally. Students with less resources, at risk for low achievement, or having a disability appear to have been impacted more severely than low risk peers with adequate resources away from school.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 educaitional agency on sanitation and minimizing the spread of infectious diseases.

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

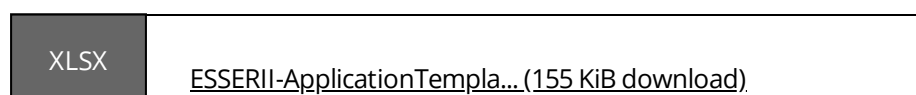
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Larry A ROTH

Date | 08/18/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
439	Sedgwick Public	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
439-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary Summer Academy (Teachers) The summer academy program is to help address learning loss due to COVID-19	\$ 16,000	\$ 8,000	\$ 8,000	\$ -	\$ -	98-1000-110--0	Applicant responded via email: The summer program will include 8 teachers for two two-week sessions (June & July). It's anticipated that 70 students will participate in the program.
439-1-002-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Elementary (Teacher Aides) The summer academy program is to help address learning loss due to COVID-19	\$ 3,400	\$ 1,700	\$ 1,700	\$ -	\$ -	98-1000-120-2-0	Applicant responded via email: The summer program will include 8 teachers for two two-week sessions (June & July). It's anticipated that 70 students will participate in the program.
439-1-003-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Elementary Summer Academy (Counselor) The summer academy program is to help address learning loss due to COVID-19	\$ 2,000	\$ 1,000	\$ 1,000	\$ -	\$ -	98-2100-220-2-0	
439-1-004-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	10. Providing mental health services and supports	Character Strong Curriculum - This curriculum has been purchased to address student mental health and social skills academy program This curriculum will be purchased and implemented to address stressors due to COVID experienced over the past 18 months.	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	98-2400-110-2-0	Applicant responded via email: The goal of the Character Strong program includes: Character Strong is a curriculum and professional development training focused on fostering the whole child with vertically-aligned lessons that teach Social Emotional Learning (SEL) and character side-by-side In response to the pandemic, disruptions in daily routines and the current ongoing stressors, our counselors and administration have recommended using this program as one of the district's SEL curriculum to help students emotionally cope with and respond to the pandemic. (Allowable use category changed by the applicant from 11B to 10).

439-1-005-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Character Strong Curriculum - This curriculum has been purchased to address student mental health and social skills academy program This curriculum will be purchased and implemented to address stressors due to COVID experienced over the past 18 months.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	98-2100-610-2-0	
439-1-006-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Administration will spend some time focusing on professional development strategies to help teachers return to work in the fall. One of the resources we will use is the book Onward, Cultivating Emotional Resilience in Educators by Elena Aguilar and the accompanying workbook. This series is 12 chapters and one for each month beginning in June. Other materials may be purchased to provide emotional/resiliency support to staff as school year 21-22 begins.	\$ 1,350	\$ -	\$ 1,350	\$ -	\$ -	98-2400-110-2-0	Applicant responded via email: Our district's two principals are employed on a 10 month and 11 month contract. Both worked during their off months to prepare for the return to school and make up for lost instructional opportunities.
439-1-007-20211012	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Each educator will be provided a copy of 180 Days of Self-Care for Busy Educators by Tina Boogman. This will be Coupled with a virtual presentation from the author to our district staff.	\$ 2,200	\$ -	\$ 2,200	\$ -	\$ -	98-2200-580-2-0	
439-1-008-20211012	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	IXL This curriculum product is being used to supplement and support the district's curriculum. The intention is to use IXL to fill and bridge learning gaps due to COVID	\$ 6,000	\$ 5,000	\$ 1,000	\$ -	\$ -	98-1000-644-2-0	
439-1-009-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Secondary Summer Program (teachers) Due to ongoing disruption is learning opportunities, the Sedgwick Junior and Senior high will provide an after-school program to address gaps due to learning loss due to COVID	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	98-1000-111-2-0	Applicant responded via email: It is anticipated five teachers will work with students for a total of four weeks during the summer to help secondary students recover from lost instruction opportunities. The anticipated number of students for the program is 30.
439-1-010-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Secondary Summer Program (aides) Due to ongoing disruption is learning opportunities, the Sedgwick Junior and Senior high will provide an after-school program to address gaps due to learning loss due to COVID	\$ 3,100	\$ -	\$ 3,100	\$ -	\$ -	98-1000-120-2-0	Applicant clarified that this is for an after school program. Applicant responded via email: There are plans for five para educators to be used when needed for the after school program for to help secondary students recover from lost instruction opportunities. The anticipated number of students for the program.

439-1-011-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer Curriculum Hours - To provide professional learning opportunities to respond to the impact of COVID and learning loss, teachers will be working on and developing strategies to address gaps.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	98-1000-111-2-0	Applicant responded via email: Each year, teachers are given the opportunity to continue to develop curriculum over the summer. Teachers are paid up to for 12 hours. This summer, only extra duty pay (summer curriculum hours) was approved if the teacher's intent was to develop curricular strategies for learning recovery. Although it is hard to predict how many teachers will take the opportunity for the curricular work, it is anticipated that about 20 teachers will participate.
439-1-012-20211012	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Amplify is a skills boost program designed for students K-6. This program is designed to address foundational skills, targeted instruction, and personalized learning opportunities. This program will be used to address low academic areas to address learning loss due to COVID	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	98-1000-644-2-0	
439-1-013-20211012	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Reflex Math is an adaptive and individualized program for mastering basic math facts. This program will be used with students grades 2 -6th grade to address gaps in basic math skills due to learning loss.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	98-1000-644-2-0	
439-1-014-20211012	Eligible	Direct Allocation	Instruction	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Chromebooks will be purchased to allow students to gain access to programs such as IXL, Amplify, and Reflex Math. These devices are intended to help students access programs to identify and facilitate recovery from lost learning opportunities due to COVID. These devices will also serve as access to instruction in the event that USD 439 must return to remote or a hybrid model of instruction.	\$ 12,000	\$ -	\$ 12,000	\$ -	\$ -	98-1000-730-2-0	Applicant responded via email: A total of 40 Chromebooks will be purchased to provide students access to self-paced computer based recovery programs.
439-1-015-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Elementary Afterschool Program (Teachers) - This program will be a comprehensive program to extend the learning opportunities for elementary aged students. Both teachers and instructional support staff will be available for student's grades K-6.	\$ 26,000	\$ -	\$ 26,000	\$ -	\$ -	98-1000-111-2-0	Applicant responded via email: Four teachers will be involved in the after school program for 90 per day, four days per week for 34 weeks.

439-1-016-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	As a result of lost and disrupted learning opportunities, Sedgwick High School administration and teachers have developed an ACT recovery program. This program will address learning gaps, measurements, topic specific learning opportunities, and test taking strategies to limit learning loss on ACT scores	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	98-1000-111-2-0	Applicant responded via email: The purpose of the ACT recovery program is to allow students to work towards deficits that impact their ACT composite scores as well as improving test taking skills and strategies. In a research student in May 2020, Allen, Mattern, and Camara data predicted missed educational opportunities will have a detrimental impact on ACT scores. "Assuming schools shut down for two months due to COVID-19 and that learning loss is the same during the shutdown as it us during normal summers, student achievement would drop by 0.722 ACT Composite score points, resulting in a net gain of only 0.823 score points over an entire year." "https://www.act.org/content/dam/act/unsecured/documents/R1828-covid-impact-2020-05.pdf
439-1-017-20211012	Eligible	Direct Allocation	Instruction	Miscellaneous Supplies	11B. Planning and implementing supplemental after-school programs	Elementary Afterschool Program (Supplies) - This program will be a comprehensive program to extend the learning opportunities for elementary aged students. Both teachers and instructional support staff will be available for student's grades K-6.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	98-1000-680-2-0	Supplies for the afterschool program to address learning loss due to COVID-19.
439-1-018-20211012	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Teachers (\$500)This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	98-1000-100-2-0	Applicant responded via email: The anticipated number of teachers receiving the premium pay is 32. Payment will be made in the fall 2021.
439-1-019-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Para Educators (\$500) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	98-1000-110-7-0	Applicant responded via email: The anticipated number of teacher aides receiving the premium pay is 6. Payment will be made in the fall 2021.
439-1-020-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Hazzard Pay Nurse \$1000 This pay was intended as retention pay and hazard pay for the school nurse due to serving while the potential exposure was significantly higher that other staff as well as Hazzard Pay Nurse \$1000 This pay was intended as retention pay and hazard pay for the school nurse due to serving while the potential exposure was significantly higher that other staff as well as committing to work for the 2021-2022 school year. to work for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	98-2100-110-2-0	

439-1-021-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay (School Counselors) \$500 This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	98-2100-110-2-0	Applicant responded via email: The anticipated number of school counselors receiving the premium pay 2. Payment will be made in the fall 2021.
439-1-022-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Building Secretaries \$500 This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	98-2400-120-2-0	Applicant responded via email: This pay is intended hazard pay for 1 school nurse. Payment will be made in the fall.
439-1-023-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Board Clerk & Accounts Payable 12 Month (\$750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	98-2500-250-2-0	Applicant responded via email: The anticipated number of school secretaries receiving the premium pay 2. Payment will be made in the fall.
439-1-024-20211012	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Bus Driver's Salaries (\$500) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	98-2710-120-1-0	Applicant responded via email: The anticipated number of bus drivers receiving the premium pay is 7. Payment will be made in the fall.
439-1-025-20211012	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Full Time Substitutes (\$500) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	98-1000-115-0-0	Applicant responded via email: The anticipated number of full time substitute teachers receiving the premium pay is 2. Payment will be made in the fall.
439-1-026-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Technology Director 12 month (\$750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	98-2200-120-1-0	Applicant responded via email: One of 12 month district level technology director will be receiving the premium pay in the fall.
439-1-027-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Custodians 12 months(\$750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	98-3100-120-0-0	Applicant responded via email: The anticipated number of 12 month custodians receiving the premium pay is 6. Payment will be made in the fall.
439-1-028-20211012	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Food Service Workers (\$500) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	98-3100-120-0-0	The anticipated number of cooks receiving the premium pay is 7. Payment will be made in the fall.

439-1-029-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay Curriculum Director 12 months (\$750) This pay was intended as retention pay for staff that committed to working for the 2021-2022 school year. To be eligible, staff were required to continue employment as of July 1, 2021.	\$ 750	\$ -	\$ 750	\$ -	\$ -	98-2200-110-1-0	Applicant responded via email: The Curriculum Director will be provided premium pay this fall.
439-1-030-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Elementary Afterschool Program (Para Educators) - This program will be a comprehensive program to extend the learning opportunities for elementary aged students. Both teachers and instructional support staff will be available for student's grades K-6.	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	98-1000-120-2-0	Applicant responded via email: Four Teachers will be involved in the after school program. It is anticipated. The program will be provided four days a week for 90 minutes.
439-1-031-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Buildings (Existing Buildings)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Elementary HVAC - The district paid \$850,000 to replace window units in the elementary school. In part, this was done to improve the air quality in the classrooms to prevent the Spread of COVID-19.	\$ 19,670	\$ -	\$ 19,670	\$ -	\$ -	98-2600-720-2-0	Applicant responded via email: The HVAC project began May 24th and will be completed July 30th with the anticipated cost of approximately \$850,000. Other funds used for the project are from Capital Outlay funds. Window units were placed with a central HVAC system. This is a capital improvement and requires the necessary paperwork. Allowable if CDC guidelines are met.

Kansas CommonApp (2020)

1262-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



opIWqQjo

USD 448 Inman ESSER II Plan

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Inman USD 448

Applicant / Mailing Address

| 119 S. Main
| Inman, KS 67546

Applicant / First and Last Name of Owner, CEO, or Executive Director | Scott Friesen

Applicant / Email Address of Owner, CEO, or Executive Director | sfriesen@usd448.com

Applicant / Phone Number | 620-585-6441

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0698442

Applicant / Website Address (if applicable) | <https://www.usd448.com>

Application details

Full District Name	Inman
District Number	448
Mailing Address Street Address	119 S. Main Street
Mailing City	Inman
Mailing Address Zip Code	67546
Authorized Representative of the District Name	Scott Friesen
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	sfriesen@usd448.com
Authorized Representative of the District Phone Number	+16205856441
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.

It is difficult to know all of the impacts that COVID-19 has had on the students in our district. We do know that it was a challenging year for our students, staff, and community. Learning was affected due to limits that barriers that were part of learning style and COVID protocols. Teachers were limited in what they could use to present information to our students. There was less social interaction between students, limited group work, and a lack of field trips. There were also many challenges faced with the requirement that everyone work mask.

Our district has 400 students in Pre-K through 12th grade. We felt fortunate that we were able to offer in person learning to our students for the majority of our school year. Out of the 169 student contact days scheduled for the 2020-21 school year, 152 days were in person and 17 days were remote learning. Approximately 8% of our students chose the remote learning option provided by our district. Those students that chose to do remote learning were not able to fully achieve the benefits of face-to face instruction. Being at home provided additional challenges for students who were sometimes monitored by an adult while other times they were not. Students that chose face-to-face instruction in the classroom also faced impacts on their learning due to the many safety protocols that were in place.

We do not think that there was a disproportionate impact on any special population within our district.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district plans to use some of the funding to improve the math curriculum in the 7-12 building. This will be done with the purchase of new math textbooks. The new textbooks are not only an update to meet current state standards, they provide

the capability to access all of the material online. The building is a 1:1 Chromebook building. In the case where students would be required to learn remotely, all textbook material will be accessible, benefitting 50% of our student body or approximately 200 students.

This past summer, we increased the length of our summer school and also expanded on the number of students that participated. We provided an option of summer school to students in grades k-12. We had 9.5% of our students (37) participate in a three-week summer school. We used four certified staff members and 6 paras during the three-week period. We plan to continue this in the future.

We also plan to increase our technology support to provide more seamless instruction to our students that may need to be at home. We plan to contract with a company to provide additional tech support to our students and staff. This added support will hopefully limit the challenges that we faced when providing remote learning for our students due to COVID. This added technology support will benefit all of our students and staff.

USD 448 feels that retaining experienced, trained staff is an important factor that allows us to maintain the operation of continuity in our adopted programs. The district plans to provide Premium Retention Pay for certified staff, classified staff, and administration. We would like to give each staff member \$1,000 which would equal \$80,000.

We also plan to use additional nurse services during the school year to assist our buildings with COVID related situations.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will use collaboration time between staff to follow up on the impact of the ESSER II funding. This will be done by teams of: Admin, Building Teams/Leaders, Grade Level Teams.

The district will be able to monitor student achievement scores from 1) State Assessments, 2) NWEA Testing, 3) ACT Scores. This will provide ongoing data to monitor our students. We will also be able to track the participation and grades of the students attending our summer school. This data will allow us to make adjustments as needed to improve our instruction.

Continuing to maintain an experienced, trained staff will be monitored by the turnover that we experience each year. This past year, we only had to replace one certified staff position.

We continually evaluate our technology support and will keep doing this with the additional support that we hired for this year.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Scott Friesen

Date | 09/02/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
448	Inman	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
448-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We are planning on using Premium Pay for the retention of certified and classified staff for the 2021-22 school year. We have 74 staff members and plan to give each one \$1,000. This would equal \$74,000.	\$ 74,000	\$ -	\$ 74,000	\$ -	\$ -	07-00-1000-110-2, 07-00-1000-120-2	Applicant responded via email: The total of 74 employees includes certified and classified. The Premium Pay payment would be given to staff members on November 15, 2021.
448-1-002-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School. We had summer school to help students close the achievement gap due to COVID. We had 37 students attend half-day sessions for three weeks. We had seven staff members work summer school.	\$ 11,200	\$ -	\$ 11,200	\$ -	\$ -	07-00-1000-110-2, 07-00-1000-120-2	Applicant responded via email: Summer School 2021 reimbursement. We had summer school to help students close the achievement gap due to COVID. We had 37 students attend half-day sessions for three weeks. We had 4 certified teachers and 6 paras work summer school this past year. Total payment made to the 10 employees was \$11,200.
448-1-003-20211012	Eligible	Direct Allocation	Instruction	Textbooks	3. Providing principals and other school leaders with resources to address individual school needs	We ordered new math textbooks for grades 7-12. This will allow students to have updated material and will also allow for onlie access to the textbook material in case we need to adjust learning due to COVID. This will impact about 50% of our district enrollment or approximately 200 students.	\$ 9,900	\$ -	\$ 9,900	\$ -	\$ -	07-00-2600-610-2	Preparing for COVID-19.
448-1-004-20211012	Eligible	Direct Allocation	Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	We are contracting with an company to provide additional weekly technology support for our students and staff. This added support will all our students to limit the number of interuptions to their learning during in person learning as well as remote learning that could be caused by COVID.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	07-00-2580-300	Preparing/Responding to COVID-19 learning loss
448-1-005-20211012	Eligible	Direct Allocation	Health Services	Other Purchased Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	We are wanting to hire additional nursing subs for our buildings to assist with additional health protocols due to COVID.	\$ 7,424	\$ -	\$ 7,424	\$ -	\$ -	07-00-2134-300-2	

Kansas CommonApp (2020)

1988-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



aAbvWLAY

457_GardenCity_ESSER II Plan_0821

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	Garden City Public Schools - 457
Applicant / Mailing Address	1205 Fleming St Garden City KS 67846
Applicant / First and Last Name of Owner, CEO, or Executive Director	Colleen Drees
Applicant / Email Address of Owner, CEO, or Executive Director	cdrees@gckschools.com
Applicant / Phone Number	620-805-7007

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Fiscal Agent / Name (if applicable)	Colleen Drees
Fiscal Agent / Email (if applicable)	cdrees1@gckschools.com

Application details

Full District Name	USD 457 Garden City Public Schools
District Number	457
Mailing Address Street Address	1205 N Fleming St
Mailing City	Garden City
Mailing Address Zip Code	67846
Authorized Representative of the District Name	Colleen Drees
Authorized Representative of the District Position or Title	Financial Officer
Authorized Representative of the District Email Address	cdrees1@gckschools.com
Authorized Representative of the District Phone Number	+16208057007
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Our community has been greatly impacted by COVID-19 in a variety of areas that range from economic, emotional, and overall learning loss. This loss has been evenly spread across our student population that totals approximately 7000. Our children are struggling with learning loss from the pandemic, but also they're facing the social/emotional impacts at home with increased stressors due to a variety of factors including socioeconomic. We believe prioritizing more support in the classroom and targeted after school programs to support our students will help tremendously. We have a goal of getting all of our children to grade level by 2024 with the use of the ESSER funds to help establish more support for our staff and professional development. You will see these goals reflected in our initiatives with this plan.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The funding will be used to continue funding the programs that were applied for under ESSER I. I anticipate that with this next Quarterly REport for ESSER I will be mostly spent if not all.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 encompasses a variety of initiatives ranging from in-class student support, programming, books and direct instructional necessities. We have also strategically planned for more support for our students with additional staffing with special assignments and assembling teams to collect, analyze and implement plans for addressing the needs of our students based of of performance/testing scores and a variety of other metrics. We have also needed to plan for additional support staff for a variety of functions such as HR, health paras, counselors etc. The school district has struggled with filling positions

so it has made it instrumental to our success to utilize innovative thinking in our plans to address the needs of our students and staff.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

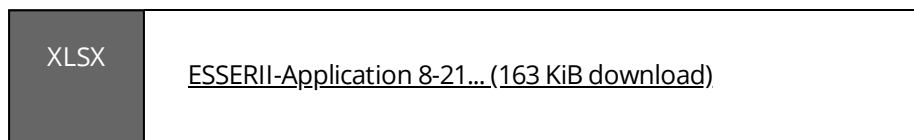
Before deciding how to allocated ESSER II funds we will be assembling an evaluation committee to sit down with all of the approved plans and proposals for ESSER II funds to review, analyze and consider what benchmarks have been achieved with all of the programs.

Currently our instruction office has been sitting down with the staff in charge of each program that we have applied funding for to map out what success/goals may look like for each individual program. These goals can be anything from measuring the number of times a new program has been utilized, number of communications, testing scores of students, surveys, committees, number of plans, and other methods.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.
§200.313 Equipment.
§200.314 Supplies.
§200.318 General procurement standards.
§200.320 Methods of procurement to be followed;
2 CFR 200 Subpart E: Cost Principles:
§200.403 Factors affecting allowability of costs.
§200.404 Reasonable costs.
§200.405 Allocable costs.
§200.413 Direct costs.
§200.415 Required certifications.
§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Colleen Drees

Date | 08/26/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
457	Garden City	9/24/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
457-1-001-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	We are prioritizing our student's social emotional well-being, due to the Covid 19 pandemic and indications that student's stress and anxiety has increased. Students' social-emotional well-being will be positively impacted in the districts 20 buildings by providing a space for students to utilize sensory materials to de-escalate emotional responses, anxiety, and stress. Administration and staff will receive training to effectively utilize these materials to increase appropriate classroom interactions. Total costs include space, materials. Allocation was based on the needs of each individual building (Please see attached document for additional information).	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ -	117 e 1000 11 0000 011 01 610	
457-1-002-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This program consists of interactive lessons that adapt to each student providing the ultimate personalized learning experience. The digital platform has the ability to allow all teachers, throughout the district, to assign lessons based on the current grade level standards being taught in the classroom. This will allow teachers to address learning loss caused by Covid 19 and continue to meet individual student's needs in their classrooms. This year is a one year extension of the Dreambox.	\$ 98,576	\$ -	\$ 98,576	\$ -	\$ -	117 E 1000 21 0000 002 04 610	
457-1-003-19000100	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	A .5 assistant principal will support all areas of operation in Garfield Early Childhood Center including, but not limited to: Covid 19 tracking, contact tracing, and coordination of health services, analyzing performance reports on staff/students to monitor learning loss due to covid , provide professional development, attend and make recommendations during individual student meetings, and ensure kindergarten readiness in all students.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	117 E 1000 21 0000 001 01 111	
457-1-004-19000100	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The early childhood center operates with a waiting list. An additional classroom will increase the number of students entering kindergarten socially, emotionally and academically prepared for success. This funding will provide the cost for one additional teaching position. This classroom will provide for social distancing and mitigate Covid 19 learning loss so that students will come to Kindergarten academically prepared for curriculum.	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	117 E 1000 21 0000 001 01 111	

457-1-005-19000100	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchasing of iPads, cases and licensing fees will provide 300 paras with the necessary equipment to support teachers and students in the classroom to meet their educational goals and to address learning loss due to Covid while also providing an extra layer of protection so that staff and students are not forced to share devices which significantly reduces the chance of Covid 19 transmission.	\$ 120,900	\$ -	\$ 120,900	\$ -	\$ -	117 E 1000 01 0000 017 01 736
457-1-006-19000100	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring an additional staff member designated as a Teacher On Special Assignment (TOSA) in the Freshman Academy will provide an increased level of support for teachers during Professional Learning Communities (PLC's). The additional support will focus on the analysis of student achievement data to drive instruction and provide appropriate intervention strategies for better student outcomes resulting in incremental steps in closing the achievement gap caused by Covid 19. Providing the early intervention to 9th graders will ultimately help Garden City High School achieve it's goal of a 95% graduation rate by 2024.	\$ 80,000	\$ -	\$ 80,000	\$ -	\$ -	117 E 1000 09 0000 001 01 111
457-1-007-19000100	Eligible	Direct Allocation	School Library Services	Books	12. Addressing learning loss among students, including vulnerable populations	Due to COVID, our school district had numerous books that were not returned after remote learning. These funds will not only help replenish our inventory but will provide greater opportunity for students to explore new genres with a wide variety of topics. Increasing a student's access to print improves their reading skills, specifically with fluency and vocabulary development and will further address the learning loss due to Covid. The library program will be able to provide an approach to not limit the amount of books checked out for free reading. Data will be collected on the checkout turnover rate compared to the reading achievement for particular classes. We anticipate that students who may lack some internet resources at home will have available reading materials.	\$ 46,000	\$ -	\$ 46,000	\$ -	\$ -	117 E 2222 06 7176 176 00 641 (14 accts)
457-1-008-19000100	Eligible	Direct Allocation	School Library Services	Books	12. Addressing learning loss among students, including vulnerable populations	We would like for students who need support with decoding to have access to books that are written to strategically provide students with opportunities to interact with words they are unfamiliar with, while introducing a few new words and terms. With this method, the student can read more fluently and therefore increase comprehension which will lead to closing the gap seen due to Covid. We would also like to provide older readers, with Covid learning loss, who still need phonics and decoding support with decodable options that meet their needs. These books will be available in classroom libraries and for teachers to use in the classroom. The decodable books will provide on grade level instruction to supplement phonics instruction based on student's needs through our intervention program. Data will be collected to see the correlation between students' progress monitoring and screening data with the on grade level interventions provided with decodable books.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	117 E 2222 07 7119 119 00 641 (7 accts)

457-1-009-19000100	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Due to Covid 19, we have seen an increase in students who are suicidal, stressed, or dealing with trauma. This additional positions provides a masters-level, credentialed school counselor to work with high-risk students across multiple areas. The counselor will focus on developing a student's academics, college and career readiness and their social & emotional skills. Specifically, this position supports those students who are suicidal, stressed, or dealing with other traumas and identifying available resources to assist and refer students as appropriate.	\$ 70,000	\$ -	\$ 70,000	\$ -	\$ -	117 E 2122 08 0000 001 00 111
457-1-010-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	This mini conference will educate staff on the impacts of poverty and trauma and how to effectively meet the needs of students to impact the social emotional needs and the academic learning gaps created due to Covid learning loss.	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	117 E 2213 01 0000 002 01 320
457-1-011-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Students will engage in high interest and innovative robotics lessons to increase achievement in science, technology, engineering and math (STEM). Students will improve in the areas of math, reading, and science to address learning loss due to Covid. Students will read technical manuals, engage in problem solving, and calculate codes to make their robots work properly through STEM activities. The expectation will be that students who can and need to exhibit critical thinking skills will be able to do so through an avenue that is not a standardized test. Students in intervention groups and enrichment groups will be given the exposure to this hands on curriculum where we expect the data to correlate to their problem solving achievement in our screener and state assessment.	\$ 6,994	\$ -	\$ 6,994	\$ -	\$ -	117 E 1000 17 7147 147 04 610 (2accts)
457-1-012-19000100	Eligible	Direct Allocation	Improvement of Instruction Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Each of the district's 20 buildings will have a team that will closely monitor the building and district data to design and devise strategies and professional development within the building to support students and staff with priorities of closing the gap caused by Covid 19 for social emotional well-being, literacy and math. This amount will provide extra duty pay for team members.	\$ 130,000	\$ -	\$ 130,000	\$ -	\$ -	117 E 2210 03 7176 176 00 111 (18 accts)
457-1-013-19000100	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Students that are identified to be academically behind due to Covid 19 will be provided the opportunity to receive additional content area support from multiple staff members in a smaller, more controlled environment.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	117 E 1000 08 7128 128 01 113
457-1-014-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	The Leader in Me program is based on the "7 Habits of Highly Successful People". Staff will receive training in order to pass along these principles to the students to develop a culture of learning and leadership. This program is designed to allow students to see more in themselves and others, create positive classroom interactions between staff and students and between students and students. These positive classroom interactions will allow staff and students to focus more on academic rigor in the classroom on a daily basis. This will address social emotional and academic achievement gaps brought on by the Covid pandemic.	\$ 28,078	\$ -	\$ 28,078	\$ -	\$ -	117 E 2213 02 7140 140 01 320

457-1-015-19000100	Eligible	Direct Allocation	Hardware Maintenance and Support	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Although the school district had a one-to-one device initiative at some grade levels prior to the pandemic, the decision to go fully remote for instruction, due to Covid, expediated the process to allow all students to have devices that were taken home. The increase in iPad usage at home, especially with the younger, less mature students resulted in more repair needs than previously experienced. The timeliness of these repairs or in some cases replacement was critical in order to support the digital resources needed to carry out the instruction assigned by the classroom teacher when quarentining due to Covid.	\$ 55,269	\$ -	\$ 55,269	\$ -	\$ -	117 E 2586 17 0000 002 01 736	
457-1-016-19000100	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	TNTP (The New Teacher Project) will provide a coaching/learning experience that helps teachers align their practice with the belief that all kids can meet high standards. Teachers will dive deep into high standards and what they require of students and peers. This will ultimately lead to increased student achievement in the areas of reading and math, to address additional learning loss due to Covid 19 (Please Review attached document for additional information).	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ -	117 E 1000 01 0000 002 01 320	Need additional review to verify reasonableness
457-1-017-19000100	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	The parent engagement program will be modeled after the Literacy Integrated Family Engagement (LIFE) program formally organized by Kansas Reading Roadmaps (KRR). Families will work with the school to create connections that will deepen children's relationships with their parents and enhance their literacy skills, which have been negatively impacted due to Covid. Parents and students work together to become lifelong learners through activities that are organized to build a support network for parents with the school and other parent participants.	\$ 56,900	\$ -	\$ 56,900	\$ -	\$ -	117 E 2100 07 7126 126 01 610 (4 acct)	
457-1-018-19000100	Eligible	Direct Allocation	Support Services - Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	TNTP (The New Teacher Project) will provide a "Good to Great" summer school program that is a coaching/learning experience that helps teachers align their practice with four researched-based principles of quality instruction and the belief that all kids can meet high standards. Teachers will dive deep into high standards and what they require of students and teachers. This will ultimately lead to increased student achievement in the areas of reading and math, addressing learning loss due to Covid. This separate program will directly focus on providing this learning experience during the summer. (Please see attached document for additional information).	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	117 E 2200 01 0000 001 01 320	The name of the software is Sunday System, as per district
457-1-019-19000100	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Students will utilize these headphones while using their iPads and working in Fastforward. This program helps develop and strengthen the cognitive skills necessary for successful reading and learning. This will specifically target students with English Language Learning needs, struggling readers, and the hearing impaired. Having effective headphones available for students will provide for clear adaptive instruction and effective achievement on reading progress to address learning loss due to covid. These will be available to students in the classroom to assist with focus, as well as for home use as needed due to quarentining. We will track data on students who use the program and headphones with fidelity compared to peers that don't have effective headphones. We believe the data will show that students with high quality headphones will see significant increases in their reading achievement.	\$ 16,098	\$ -	\$ 16,098	\$ -	\$ -	117 E 1000 07 0000 02 11 736	

457-1-020-19000100	Eligible	Direct Allocation	Community Relations	Technology-Related Software	3. Providing principals and other school leaders with resources to address individual school needs	Remind is a mobile messaging platform that aims to help teachers, parents, students, and administrators in K-12 schools to communicate with everyone at once. Teachers use remind to communicate with students and parents, deliver learning resources, and provide timely feedback. This program bridges the gap between school and home communication. This platform may also be utilized for a variety of other communications from preparedness related events or emergencies and has proven to be invaluable from the classroom, school and district level communication due to Covid 19. This will be used to communicate Covid related plans.	\$ 18,860	\$ -	\$ 18,860	\$ -	\$ -	117 E 2322 17 0000 002 03 735
457-1-021-19000100	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought)	12. Addressing learning loss among students, including vulnerable populations	This funding will provide Wi-Fi access to on all route and activity busses for students who may otherwise not have access to the internet. Our geographic location requires our students to travel great distances for extra-curricular activities and in some cases up to an hour one-way, for routes to and from school. The time on buses for students is significant and access to Wi-Fi while using their school iPads would allow them to access resources for learning to assist in addressing Covid 19 learning loss.	\$ 128,000	\$ -	\$ 128,000	\$ -	\$ -	117 E 1000 17 0000 002 02 736
457-1-022-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This program supports students who are performing below grade level in reading by providing them with access to digital print. This provides opportunities to read at various levels to improve reading skills that include fluency, comprehension, and vocabulary which have been impacted by Covid. This program also offers opportunities to build background knowledge and increase content knowledge to impact improvement and close learning gaps due to Covid.	\$ 146,530	\$ -	\$ 146,530	\$ -	\$ -	117 E 1000 03 0000 002 01 610
457-1-023-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	TutorMe is an online education platform that provides on-demand tutoring and online courses. We currently have a very limited pool of volunteers that can provide tutoring after school hours to students. Utilization of this platform will help us bridge the gap between our available resources and the demand of our student's educational needs that have been impacted by Covid. The program allows for 24/7 access to tutors in over 300 subject areas. Students can connect with a tutor within one minute of requesting it. They have a shared application where the tutor and student can interact in real time with voice and video. Student data on classes requested and the amount of time they are on TutorMe is available in a dashboard that administration can analyze the work done and see a transcript of the support given. This will allow interventionist, instructional coaches, teachers, and administration analyze the need of each student to help them be successful in the classes they show the most need/learning loss due to Covid.	\$ 16,500	\$ -	\$ 16,500	\$ -	\$ -	117 E 1000 03 0000 002 02 610

457-1-024-19000100	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Offering an after school program for all 11, K-6 buildings will help to address gaps in achievement caused by Covid for those students . This program will provide a more concentrated learning experience for the students who attend who have learning loss due to Covid. The components of the program will address reading, math, and enrichment activities which will support the student's social emotional development also impacted by Covid.	\$ 1,010,000	\$ -	#####	\$ -	\$ -	117 E 1000 07 0000 001 06 111 (12 accts)	
457-1-025-19000100	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The addition of one classified support person per building (total of 14 paras) will allow for schools to better serve students that have been identified with academic and/or behavior gaps through our MTSS process. This additional personnel will focus on math, reading, and behavior intervention to mitigate losses due to Covid for our students under the supervision of a certified staff member. This, along with a focus to improve our core instruction, will reduce the number of students that are needing Tier II and Tier III intervention support.	\$ 380,000	\$ -	\$ 380,000	\$ -	\$ -	117 E 1000 07 0000 001 80 121	
457-1-026-19000100	Ineligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The current 9-12 virtual school will be expanded to support middle school students in grades 7-8. This expansion will be open to all students with services available for ESL and special education and is needed to address increased demand for virtual school due to the Covid pandemic. (Please see attached table for additional information).	\$ 400,000	\$ -	\$ 400,000	\$ -	\$ -	117 E 1000 08 0000 001 77 111	Attached documentation indicates both costs for staff for the virtual school, but still includes an amount of trying to recover lost revenue. The costs noted for staff is likely eligible.
457-1-027-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	As an extension to The New Teacher Project Summer Institute in 2021, TNTP will provide inservice training for all K-6 staff during the school year. This approach ensures teachers hone and strengthen their instructional approach while gaining additional content specific strategies to add to their toolkit, to more effectively address learning loss due to Covid. The school year model will build on what teachers learned in the summer, with cycles of teaching, reflection and preparation spread throughout the year to provide ongoing teacher development.	\$ 150,000	\$ -	\$ 150,000	\$ -	\$ -	117 E 2213 01 0000 005 70 330	
457-1-028-19000100	Eligible	Direct Allocation	Support Services - Instruction	Part-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	USD 457 employs approximately 1,200 employees. Additional HR support has been need to assist with the high volume of COVID related employee issues including, employee absence tracking, coordination with the Finney County Health Department on quarantine timelines for employees, working from home accommodations, medical accommodations requests, substitute teacher issues and many other related HR items that directly impact the need to keep qualified teachers instructing our students during these difficult times. We are requesting 1/2 of the salary of this position, as we can ensure that at least 50% of this staff member's time is being spent on covid-related activities. When our high volume of response efforts to covid-19 diminishes so will 50% of the responsibilities of this position. This position was hired due to the influx of duties that the HR office could not handle due to the exaverbation of Covid-19.	\$ 48,060	\$ -	\$ 48,060	\$ -	\$ -	117 E 2200 01 0000 001 01 113	

457-1-029-19000100	Eligible	Direct Allocation	Nursing Services	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	These health paraprofessionals will provide support to buildings and increase the amount of coverage we have on a daily basis to deal with the increased demands of our health services team because of the COVID pandemic. The health professionals (nurses and health paras) provide critical support for our students and staff to analyze and make recommendations for staff and students that are experiencing symptoms that might be related to COVID. They are also instrumental in a school district with approximately 8,200 people in assisting the local health department with contact tracing when it is necessary. The health paraprofessionals are required to have health service training and/or certifications in a health related field.	\$ 82,320	\$ -	\$ 82,320	\$ -	\$ -	117 E 2134 12 0000 001 02 121
457-1-030-19000100	Eligible	Direct Allocation	Supervision of Health Services	Part-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Prior to Covid-19, our Health Services Director worked part-time at a school as the school nurse and part-time at the District Office to manage Health Services and all the oversight of all the other school nurses. Once Covid-19 began in our community, our Health Services Director became our Full-Time Health Services Director and we had to hire several additional nurses due to covid-19 response activities. We are only asking for 50% of this position due to the split of administration duties separate from the additional covid - specific duties. Please see the attached document for additional information regarding duties specific to this position.	\$ 48,080	\$ -	\$ 48,080	\$ -	\$ -	117 E 2131 00 0000 000 01 113
457-1-031-19000100	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	The addition of one registered nurse will provide support to buildings and increase the amount of coverage we have on a daily basis to deal with the increased demands of our health services team because of the COVID pandemic. The health professionals (nurses and health paras) provide critical support for our students and staff to analyze and make recommendations for staff and students that are experiencing symptoms that might be related to COVID. They are also instrumental in a school district with approximately 8,200 people in assisting the local health department with contact tracing when it is necessary. Additionally, the RN is also able to provide both rapid and PCR tests for our employees to speed up the turnaround time for results, keeping staff in front of kids more quickly.	\$ 63,720	\$ -	\$ 63,720	\$ -	\$ -	117 E 2134 12 0000 001 03 121
457-1-032-19000100	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	The instruction and Assessment Facilitator will provide support to all areas of instruction that require technology. This position will provide training videos, update resources and create learning documents and methods to track valuable data regarding implementation of various interventions and programs used to address learning loss due to Covid.	\$ 52,920	\$ -	\$ 52,920	\$ -	\$ -	117 E 2410 11 0000 001 01 111
457-1-033-19000100	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	These 3 additional positions provides a masters-level, credentialed school counselor to work with high-risk students across multiple areas. The counselor will focus on developing a student's academics, college and career readiness and their social & emotional skills that has been negatively impacted by Covid 19. Specifically, this position supports those students who are suicidal, stressed, or dealing with other traumas and identifying available resources to assist and refer students as appropriate.	\$ 236,520	\$ -	\$ 236,520	\$ -	\$ -	117 E 2113 11 0000 001 01 111

457-1-034-19000100	Eligible	Direct Allocation	Health Services	Full-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	This new position will oversee the district wellness plan, including implementation of staff wellness and trainings. Resources and wellness activities will be developed throughout the year. In addition to the physical health activities, there will be an emphasis placed on staff mental health throughout the daily struggles of providing education in a covid environment.	\$ 24,840	\$ -	\$ 24,840	\$ -	\$ -	117 E 2575 01 0000 001 34 121
457-1-035-19000100	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring an additional staff member designated as a Teacher On Special Assignment (TOSA) that will be split between two of our larger elementary schools will provide an increased level of support for teachers during Professional Learning Communities (PLC's). The additional support will focus on the analysis of student achievement data to drive instruction and provide appropriate intervention strategies for better student outcomes resulting in incremental steps in closing the achievement gap caused by Covid 19.	\$ 72,360	\$ -	\$ 72,360	\$ -	\$ -	117 E 2410 01 0000 001 01 111
457-1-036-19000100	Eligible	Direct Allocation	Office of the Principal Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring an additional staff member designated as a Teacher On Special Assignment (TOSA) that will be split between two of our intermediate centers with a combined enrollment of over 800 students will provide an increased level of support for teachers during Professional Learning Communities (PLC's). The additional support will focus on the analysis of student achievement data to drive instruction and provide appropriate intervention strategies for better student outcomes resulting in incremental steps in closing the achievement gap caused by Covid 19.	\$ 72,360	\$ -	\$ 72,360	\$ -	\$ -	117 E 2410 01 0000 001 01 111
457-1-037-19000100	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	This will allow principals at each building to implement evidence based practices to close the achievement gap exacerbated due to Covid 19, through communication with staff, students and families. In order to address the needs of the schools, additional duties and extra time will be expected from staff to implement these strategies to impact academic loss in each of the schools. The extra salary paid to staff will be used to identify, strategize and analyze the individual learning needs in each school and design programs to address these needs. This amount was projected on a per child allocation, based on school enrollment, and unique needs of buildings to determine the final cost.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	117 E 1000 15 7176 176 01 113
457-1-038-19000100	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This will allow buildings to implement evidence based practices to close the achievement gap exacerbated due to Covid 19, through communication with staff, students and families. This will include the purchase of supplies/materials to support the individual students' learning needs. This amount was projected on a per child allocation, based on school enrollment, and unique needs of buildings to determine the final cost. These funds will be utilized in each building to purchase Tier II and Tier III Instructional materials such as support materials to address interventions, phonics, readers, books, and textbooks. These supplies will be utilized to directly impact learning loss exacerbated by Covid-19.	\$ 180,000	\$ -	\$ 180,000	\$ -	\$ -	117 E 1000 15 7176 176 01 610

457-1-039-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	This funding will allow each principal to address and evaluate the training needs of their staff at each school and to purchase/provide professional development to address these needs. The priority is to empower and educate the staff at each school in the appropriate ways to address learning loss, identify social/emotional irregularities in students and adapt instruction to address the individual needs of each student at each school. Covid-19 has created learning loss in our students and we are identifying the best strategies and support for our staff and students to address the challenges that have presented. The professional development for each school's staff will be identified by the school principal and will be different than the other professional development trainings in other ESSER proposals.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	117 E 1000 15 7176 176 01 582	
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Kansas CommonApp (2020)

2026-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



WLGegpJO

459_Bucklin_ESSER II Plan_0904

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 459 Bucklin Schools
Applicant / Mailing Address	
PO Box 8	
Bucklin, KS 67834	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Emily Evans
Applicant / Email Address of Owner, CEO, or Executive Director	eevans@usd459.org
Applicant / Phone Number	620-826-3828

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Bucklin
District Number	459

Mailing Address Street Address	PO Box 8
Mailing City	Bucklin
Mailing Address Zip Code	67834
Authorized Representative of the District Name	Emily Evans
Authorized Representative of the District Position or Title	Board Clerk
Authorized Representative of the District Email Address	eevans@usd459.org
Authorized Representative of the District Phone Number	+16202551808
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	lampek@usd59.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 has impacted the students of USD 459 in terms of learning loss and social-emotional impact. While schools were closed, in the form of surveys, students expressed concerns of depression and sadness due to not being in class. When classes and activities resumed, student concerns shifted to not having family and friends able to attend activities. Discipline issues increased.

Learning loss was prevalent in the elementary and middle school where teachers worked double time to catch up for what was lost or not retained during remote learning.

District-wise, COVID-19 has increased costs for transportation, custodial, and furniture/fixtures. Due to social distancing, we added an extra bus route, and for activities, we used more vehicles to transport students. We also switched classroom furniture from tables to desks in order to address social distancing. The need for disinfecting surfaces every day increased custodial costs. Lastly, COVID-19 has led our district to staffing concerns. We lost several teachers, substitutes, and a custodian this past year.

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 only has our ESSER I SPED funds left. USD 459 plans to pass the funds onto SKACD 613 to help address the learning loss experienced by the students served within our district.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 459 plans to use the ESSER II allocations to address learning loss, social/emotional needs, transportation needs, custodial needs, and staffing issues.

To address learning loss, we plan to purchase curriculum, supplemental items to enhance curriculum (Reflex and iStation Math & Reading), and assessment/testing subscriptions such as Fastbridge and Fast Forward.

Social/emotional needs is a big focus for USD 459 and we plan to buy a new social/emotional curriculum for PK-12. It will be Core Essentials Learning for the elementary and Character Strong for the middle school and high school.

To address transportation needs and social distancing guidelines, USD 459 would like to purchase a transport/passenger vehicle for route/activity use.

To address staffing issues, USD 459 plans to pay our SKICAN fees which gives us the ability to offer classes via ITV that we cannot offer in-house. We also would like to use funds for paying the salary and benefits of a daily, in-house substitute teacher.

Lastly, USD 459 plans to use ESSER II funds to address custodial needs by buying supplies and hand sanitizer.

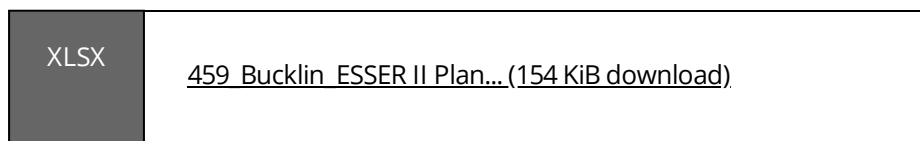
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The majority of the ESSER II direct allocations are to address learning loss and staffing issues. The impact of these funds will be determined by state assessments and Fastbridge scores.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- The amount of funds under the grant or subgrant;
- How the State or subgrantee uses the funds;
- The total cost of the project;
- The share of that cost provided from other sources; and
- Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the

Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Emily K. Evans

Date | 09/04/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
459	Bucklin	9/13/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
459-1-001-20211012	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Salary for a daily, long-term substitute; substitute shortage	\$ 40,037	\$ -	\$ 40,037	\$ -	\$ -	10	Per narrative, Lastly, COVID-19 has led our district to staffing concerns. We lost several teachers, substitutes, and a custodian this past year.
459-1-002-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Group health insurance for long-term substitute; substitute shortage	\$ 4,963	\$ -	\$ 4,963	\$ -	\$ -	10	
459-1-003-20211012	Eligible	Direct Allocation	Instruction	Instructional Services	3. Providing principals and other school leaders with resources to address individual school needs	Provide HS classes that are not offered by in-house certified class; staff shortage	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	10	Per narrative, Lastly, COVID-19 has led our district to staffing concerns. We lost several teachers, substitutes, and a custodian this past year. To address staffing issues, USD 459 plans to pay our SKICAN fees which gives us the ability to offer classes via ITV that we cannot offer in-house. Classes include algebra, spanish, art.
459-1-004-20211012	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Fastbridge subscription - address and assess learning loss and student level. Provides intervention data	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	10	

459-1-005-20211012	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Fast Forward subscription - address learning loss and reading and language needs of Tier II and Tier III students. Provides intervention data.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	10	
459-1-006-20211012	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	iStation subscription - to supplement curriculum, address learning loss and provide intervention data	\$ 7,266	\$ -	\$ 7,266	\$ -	\$ -	10	
459-1-007-20211012	Eligible	Direct Allocation	Instruction	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	Reflex subscription - to supplement curriculum, address learning loss and provide intervention data	\$ 2,975	\$ -	\$ 2,975	\$ -	\$ -	10	
459-1-008-20211012	Eligible	Direct Allocation	Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Savaas ELA Curriculum for 1st and 2nd Grade; address learning loss.	\$ 7,820	\$ -	\$ 7,820	\$ -	\$ -	10	
459-1-009-20211012	Eligible	Direct Allocation	Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Savaas Social Studies Curriculum for 3rd and 4th grade; address learning loss.	\$ 3,855	\$ -	\$ 3,855	\$ -	\$ -	10	
459-1-010-20211012	Eligible	Direct Allocation	Social Work Services	Other Professional Services	10. Providing mental health services and supports	Character Strong Curriculum for grades 6-12; address social-emotional needs	\$ 2,798	\$ -	\$ 2,798	\$ -	\$ -	10	Per narrative, COVID-19 has impacted the students of USD 459 in terms of learning loss and social-emotional impact. While schools were closed, in the form of surveys, students expressed concerns of depression and sadness due to not being in class. When classes and activities resumed, student concerns shifted to not having family and friends able to attend activities. Discipline issues increased.

459-1-011-20211012	Eligible	Direct Allocation	Social Work Services	Other Professional Services	10. Providing mental health services and supports	Core Essentials Curriculum for grades PK-5; address social-emotional needs	\$ 227	\$ -	\$ 227	\$ -	\$ -	10	Per narrative, COVID-19 has impacted the students of USD 459 in terms of learning loss and social-emotional impact. While schools were closed, in the form of surveys, students expressed concerns of depression and sadness due to not being in class. When classes and activities resumed, student concerns shifted to not having family and friends able to attend activities. Discipline issues increased.
459-1-012-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning supplies; to clean and disinfect the school	\$ 1,441	\$ -	\$ 1,441	\$ -	\$ -	10	Per narrative, District-wise, COVID-19 has increased costs for transportation, custodial, and furniture/fixtures. The need for disinfecting surfaces every day increased custodial costs.
459-1-013-20211012	Eligible	Direct Allocation	Instruction	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	Hand sanitizer contract; to stop the spread of the virus	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	10	
459-1-014-20211012	Eligible	Direct Allocation	Monitoring Services	Vehicles (includes school buses)	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New transport van to help transport students on route or activity to help comply with maintaining social distancing guidelines	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	10	Per narrative, To address transportation needs and social distancing guidelines, USD 459 would like to purchase a transport/passenger vehicle for route/activity use.

Kansas CommonApp (2020)

1922-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jrWVWmAa

475_GearyCounty_ESSER II Plan

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Geary County USD475

Applicant / Mailing Address

| 123 N. Eisenhower Drive, Junction City KS 66441

Applicant / Email Address of Owner, CEO, or Executive Director | ardenacarlyon@usd475.org

Applicant / Phone Number | 7857174012

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Geary County Unified School District

District Number | 475

Mailing Address | Street Address | 123 N. Eisenhower Drive

Mailing | City | Junction City

Mailing Address Zip Code	66441
Authorized Representative of the District Name	Marilee Fredricks
Authorized Representative of the District Position or Title	Chief Financial Officer
Authorized Representative of the District Email Address	ardenacarlyon@usd475.org
Authorized Representative of the District Phone Number	+17857174050
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	reginaldeggleston@usd475.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.

1. Students at risk of grade level failure: Due significant loss of instructional time, from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students received a grade of "F" for the FY21 academic school year. As a practice USD 475 does not retain students; therefore, the district will need to ensure elementary students are on grade level each year.
2. Underperformance in ACT: Junction City High School (JCHS) Students are performing below the State's average.
Year JCHS Scores State
2018 20.4 21.6
2019 19.9 21.1
2020 19.1 20.4
3. Transitional Academic Loss: The district is experiencing academic gaps in the transitional grades.
4. Additional Support for 21-22 Graduates: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID 19.
5. District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3.
6. Attendance: Data indicates students in Tier 2 and Tier 3 are chronically absent. Students missed over 5% of the total school days. Current data demonstrates 29% of students are in the Tier 2 and 3 criteria.
7. Increased Parental Engagement: Due to COVID fear and restrictions, the district experienced a slide in parental engagement in the schools.
8. Remote Learners Returning to In-person Learning: Address social, emotional, and learning (SEL) needs of students lacking personal interactions with peers and school staff due to COVID.

Does the district have remaining ESSER I funding that it has not yet spent as of | Yes

the date of ESSER II application submission?

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The remaining funds will be spend on paying the last of the FY21 summer school expenses, training staff on pandemic protocols, enhanced cleaning of buildings, and replacement of technology due to damage sustained during remote learning.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

- Provide After School, Saturday School and Summer School programs for elementary students who have not mastered current year academic standards. The district will utilize current grades and the Fast Bridge screener to identify students and recommend and implement strategies.
- Extend the academic calendar to identify additional time for instruction for students experiencing achievement deficits due to COVID.
 - Offer evening classes, weekend classes, night school options at the secondary level.
- Provide oversight and training for the district's assessment and MTSS processes.
- Provide two one-week ACT Bootcamps for students. Offer an ACT Preparation course as an elective for Sophomores, Juniors and Seniors.
- Provide summer student transition program (in addition to summer school).
- Purchase Literacy and Math resources.
- Professional development for administrators and teachers on literacy and Math materials purchased.
- Replace all student damaged technology.
- Purchase protective masks, hand sanitizer and other safety items.
- Hire two truancy officers to support schools with student attendance issues. Will work with local authorities to enforce daily school attendance.
- Provide truancy parenting classes.
- Purchase literacy and math resources that meet the academic needs of all students. Provide professional development for administrators and teachers on materials.
- Hire part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, etc.
- Provide for a health care provider in each student attendance center (Pay the salaries of nurses and the four (4) nurse aids).
- Provide training for nursing staff and hire additional staff to provide COVID19 testing for staff and students.
- Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.
- Purchase Behavioral-social-emotional resources to address /support student behaviors and a lack of socialization.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Assessments: The district will analyze various assessments (i.e. Fastbridge, etc.) and create strategies to accurately assess students' academic progress and assist educators in meeting students' academic needs, including differentiating instruction. Additionally state KAP and national ACT level assessments will be used as a lag measure to determine program effectiveness.

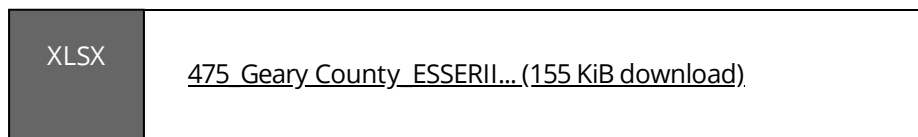
Attendance/Truancy: The district will provide a focused communication program to assist parents and families on how they can effectively support students and provide related educational or community support service opportunities. Additionally, the district will monitor and communicate with parents of students that are truant to work on improving student attendance.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.

- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a “carryover period.”

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

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The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations

Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Marilee Fredricks

Date

| 08/16/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
475	Geary County	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
475-1-001-20211012	Eligible	Direct Allocation	Operation of Buildings	Other Building Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Enhanced Facility Clearing of School Buildings	\$ 480,000	\$ -	\$ 480,000	\$ -	\$ -	65	Relate to COVID-19; Applicant responded via email: (Separate contract approved by USD475 Board of Education): Contractor to add staff in addition to base contract to wipe down facilities (entrance doors, lobby areas, conference rooms, classroom desktops, etc.) hourly with broader disinfection in the evening.
475-1-002-20211012	Eligible	Direct Allocation	Support Services (Students)	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional COVID Nurse support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.	\$ 138,000	\$ -	\$ 138,000	\$ -	\$ -	65	
475-1-003-20211012	Eligible	Direct Allocation	Support Services (Students)	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional COVID Health Aid support for contact tracing and assisting in working with COVID related student health issues to continue to offer in person education and reduce the time a student is out of school.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	65	
475-1-004-20211012	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	Additional Nurse and Aid Support - Benefits	\$ 18,250	\$ -	\$ 18,250	\$ -	\$ -	65	

475-1-005-20211012	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Nurse and Aid Support - Benefits	\$ 238	\$ -	\$ 238	\$ -	\$ -	65	
475-1-006-20211012	Eligible	Direct Allocation	Administrative Technology Services	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Replacement of technology broken due to student use during COVID. Continuation of offering hot spots for internet for afterschool or weekend tutoring and day to day education supports.	\$ 224,215	\$ -	\$ 150,000	\$ 74,215	\$ -	65	
475-1-007-20211012	Eligible	Direct Allocation	Improvement of Instruction Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Addition of four building staff Coaches to improve effectiveness of teachers delivery of education to students struggling due to COVID related impacts. Positions - 2 Highschool and 2 Elementary.	\$ 280,000	\$ -	\$ 280,000	\$ -	\$ -	65	
475-1-008-20211012	Eligible	Direct Allocation	Improvement of Instruction Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Coach Benefits	\$ 21,500	\$ -	\$ 21,500	\$ -	\$ -	65	
475-1-009-20211012	Eligible	Direct Allocation	Improvement of Instruction Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Coach Benefits	\$ 280	\$ -	\$ 280	\$ -	\$ -	65	
475-1-010-20211012	Eligible	Direct Allocation	Improvement of Instruction Services	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Coach Benefits	\$ 23,040	\$ -	\$ 23,040	\$ -	\$ -	65	
475-1-011-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Language Arts Implementation 7th-12th Grade. Improve consistency of language arts education across district and student assessment scores.	\$ 750,000	\$ -	\$ 750,000	\$ -	\$ -	65	relate to COVID-19; Applicant responded via email: Language Arts Implementation: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of language arts education across district and student assessment scores.

475-1-012-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Contracted Professional Development - Language Arts -	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	65	Relate to COVID-19; Applicant responded via email: Training to support implementation of new Language Arts curriculum.
475-1-013-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Overtime Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Extra Duty - Language Arts	\$ 150,000	\$ -	\$ 125,000	\$ 25,000	\$ -	65	How many staff members and pay; Applicant responded via email: Language ArtsProvide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID slide.
475-1-014-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Benefits - Language Arts	\$ 11,475	\$ -	\$ 9,565	\$ 1,910	\$ -	65	
475-1-015-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Benefits - Language Arts	\$ 150	\$ -	\$ 125	\$ 25	\$ -	65	
475-1-016-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Math Implementation K-12th Grade. Improve consistency of Math education across district and student assessment scores.	\$ 1,500,000	\$ -	\$ 1,500,000	\$ -	\$ -	65	relate to COVID-19; Applicant responded via email: District needs assessment demonstrates academic deficits in ELA and Math. Forty-seven percent (47%) in Reading and Fifty-one percent (51%) in Math are performing at Tier 2 and Tier 3. Improve consistency of Math education across district and student assessment scores.
475-1-017-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development	12. Addressing learning loss among students, including vulnerable populations	Contracted Professional Development-Math	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	65	Relate to COVID-19; Applicant responded via email: Training to support implementation of new Math curriculum.
475-1-018-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Overtime Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Extra Duty - Math	\$ 500,000	\$ -	\$ 450,000	\$ 50,000	\$ -	65	Relate to COVID-19; Applicant responded via email: Provide academic coaches in ELA and Math at the secondary level to provide ongoing, evidence-based embedded professional development to support teachers in bridging the achievement gap among students who have experienced the COVID

475-1-019-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Benefits - Math	\$ 36,410	\$ -	\$ 34,500	\$ 1,910	\$ -	65	
475-1-020-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Professional Development - Benefits - Math	\$ 475	\$ -	\$ 450	\$ 25	\$ -	65	
475-1-021-20211012	Eligible	Direct Allocation	Instruction	Overtime Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School	\$ 225,000	\$ -	\$ 225,000	\$ -	\$ -	65	<p>Program information needed; Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support - Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. o Secondary - 450 students - Offer choice of 2 sessions for 3 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 3 weeks each.o 50 teachers estimated to teach each session.</p>

475-1-022-20211012	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	Transition Programs (k-1st, 5th-6th, 8-9th Grades)	\$ 78,750	\$ -	\$ 78,750	\$ -	\$ -	65	<p>Applicant responded via email: The district is experiencing academic gaps in the transitional grades.</p> <p>Recommended Strategy: Provide a summer transition program (in addition to summer school) for students in the following grades:</p> <p>a. K to 1 - 655 b. 5 to 6 - 519 c. 8 to 9 - 470</p> <p>This is a new program that will provide additional education supports for pre-requisite skills for students entering the next transitional grade. The district will provide two - two-week sessions. The district will continue to also offer the traditional transitional sessions for students to understand the logistics of their new building and class schedules (paid for out of general fund).</p>
475-1-023-20211012	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	Saturday School	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	65	<p>Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. District wishes to extend the academic calendar to identify additional time for instruction for students who have experienced achievement deficits due to COVID at the secondary level by developing Saturday School options at the secondary level. This will allow those students that work, participate in activities, or take care of younger siblings an opportunity to obtain additional support services.</p>

475-1-024-20211012	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	ACT Bootcamps	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	65	<p>Applicant responded via email: The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support. Junction City High School (JCHS) Students are performing below the State's average. ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students earn scores that range from 1 to 36 on each subject and an overall Composite score. Below are the annual averages:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>JCHS Scores</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>20.4</td> <td>21.6</td> </tr> <tr> <td>2019</td> <td>19.9</td> <td>21.1</td> </tr> <tr> <td>2020</td> <td>19.1</td> <td>20.4</td> </tr> </tbody> </table> <p>District will provide 2 one-week ACT Bootcamps for students. The district will pay the teachers a stipend and purchase materials and supplies. Additionally, the district will offer an ACT Preparation Course as an elective for Sophomores, Juniors and Seniors. The bootcamp is a new program that was partially implemented during the FY2021 school year using ESSER I funding.</p>	Year	JCHS Scores	State	2018	20.4	21.6	2019	19.9	21.1	2020	19.1	20.4
Year	JCHS Scores	State																							
2018	20.4	21.6																							
2019	19.9	21.1																							
2020	19.1	20.4																							
475-1-025-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer School Supplies	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	65													
475-1-026-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Saturday School, Transition Program, ACT Bootcamp Supplies	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	65													
475-1-027-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer School Extra Duty Benefits	\$ 17,215	\$ -	\$ 17,215	\$ -	\$ -	65													
475-1-028-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer School Extra Duty Benefits	\$ 225	\$ -	\$ 225	\$ -	\$ -	65													

475-1-029-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Transition, Saturday School, ACT Bootcamp Benefits	\$ 7,650	\$ -	\$ 7,650	\$ -	\$ -	65	
475-1-030-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Transition, Saturday School, ACT Bootcamp Benefits	\$ 100	\$ -	\$ 100	\$ -	\$ -	65	
475-1-031-20211012	Eligible	Direct Allocation	Instruction	Overtime Salaries	11B. Planning and implementing supplemental after-school programs	After School Tutoring	\$ 175,000	\$ -	\$ 175,000	\$ -	\$ -	65	Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year.
475-1-032-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	After School Tutoring Extra Duty Benefits	\$ 13,385	\$ -	\$ 13,385	\$ -	\$ -	65	
475-1-033-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	After School Tutoring Extra Duty Benefits	\$ 175	\$ -	\$ 175	\$ -	\$ -	65	
475-1-034-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Parent Program Education Supplies	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	65	

475-1-035-20211012	Eligible	Direct Allocation	Public Information Services	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Parent Engagment Coordinator - Communication Employee .5FTE - Focus on promoting parent support activies and engagement to support student achievement.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	65	Applicant responded via email: Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools. Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. We will utilize a parent survey to determine parent needs. Include a communication staff member on the parent engagement team to ensure accurate and timely communication is provided throughout the year.
475-1-036-20211012	Eligible	Direct Allocation	Public Information Services	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Parent Engagment - Communication Employee .5FTE	\$ 2,280	\$ -	\$ 2,280	\$ -	\$ -	65	
475-1-037-20211012	Eligible	Direct Allocation	Public Information Services	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Parent Engagment - Communication Employee .5FTE	\$ 1,910	\$ -	\$ 1,910	\$ -	\$ -	65	
475-1-038-20211012	Eligible	Direct Allocation	Public Information Services	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Parent Engagment - Communication Employee .5FTE	\$ 25	\$ -	\$ 25	\$ -	\$ -	65	
475-1-039-20211012	Eligible	Direct Allocation	Support Services - School Administration	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Personal Protective Supplies (Hand Sanitation, Masks, etc)	\$ 60,000	\$ -	\$ 50,000	\$ 10,000	\$ -	65	
475-1-040-20211012	Eligible	Direct Allocation	Operation of Buildings	Other Building Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Plasma Ionization Equipment. Cleans air in buildings to support students health during COVID to support keeping students in school.	\$ 390,000	\$ -	\$ 390,000	\$ -	\$ -	65	The District is proposing to purchase 867 devices (744 for HVAC units up to 2400 cfm and 123 for HVAC units up to 6000 cfm). Total cost of \$345.2K (TCA proposal). This is a capital improvement and requires the necessary paperwork. Allowable if CDC guidelines are met.

475-1-041-20211012	Eligible	Direct Allocation	Improvement of Instruction Services	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Consultant to evaluate district programs and assessments to identify how to obtain a greater learning impact with students.	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	65	Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year.
475-1-042-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	10. Providing mental health services and supports	Consultant Social Emotional Professional Development	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	65	Applicant responded via email: Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff during FY20 and FY21. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.
475-1-043-20211012	Eligible	Direct Allocation	Instructional Staff Training Services	Overtime Salaries	10. Providing mental health services and supports	Social Emotional Training. Focus on students entering in person learning.	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	65	Applicant responded via email: Focus on students entering in person learning. Address the social, emotional, and learning (SEL) needs of students who have lacked personal interactions with peers and school staff. Provide training for administrators, teachers, and support staff on SEL best practices. Partner with local mental health agencies.
475-1-044-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Social Security Contributions	10. Providing mental health services and supports	Social Emotional Training	\$ 4,590	\$ -	\$ 4,590	\$ -	\$ -	65	
475-1-045-19000100	Eligible	Direct Allocation	Instructional Staff Training Services	Unemployment Compensation	10. Providing mental health services and supports	Social Emotional Training	\$ 60	\$ -	\$ 60	\$ -	\$ -	65	
475-1-046-19000100	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Classroom Aids - Add additional classroom aids beyond current district guidelines. Utilize classified aids during the school day to support the management of the classroom while certificated staff focus on smaller groups of students to reinforce lessons taught during the same class period. Classified Aids will only to work when students are in school (up to 7 hours per day). -District to provide classified aids based on At-Risk population in schools.	\$ 400,000	\$ -	\$ 400,000	\$ -	\$ -	65	

475-1-047-19000100	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Classified Aids - Benefits	\$ 30,600	\$ -	\$ 30,600	\$ -	\$ -	65	
475-1-048-19000100	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Classified Aids - Benefits	\$ 400	\$ -	\$ 400	\$ -	\$ -	65	
475-1-049-19000100	Eligible	Direct Allocation	Support Services - General Administration	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Parent Engagment Coordinator - 1 FTE - : Due to COVID fear and restrictions, the district has experienced a slide in parental engagement in our schools.Recommended Strategy: Hire a part time and/or full-time district parent engagement coordinator to provide parent engagement workshops and training on such topics as best parenting practices, appropriate expectations and discipline, proper nutrition, and health, etc. The district will utilize a parent survey to determine parent needs.	\$ 43,000	\$ -	\$ 43,000	\$ -	\$ -	65	
475-1-050-19000100	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Parent Engagment Coordinator - Benefits	\$ 3,152	\$ -	\$ 3,152	\$ -	\$ -	65	
475-1-051-19000100	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Parent Engagement Coordinator - Benefits	\$ 40	\$ -	\$ 40	\$ -	\$ -	65	

Kansas CommonApp (2020)

2064-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



qgKLLEOq

476_Copeland_ESSER II Plan_0830

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD476 Copeland

Applicant / Mailing Address

| PO Box 156
| Copeland, KS 67837

Applicant / Email Address of Owner, CEO, or Executive Director | rebel476@ucom.net

Applicant / Phone Number | 620-668-5565

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Copeland

District Number | 476

Mailing Address | Street Address | PO Box 156 105 Thatcher Street

Mailing City	Copeland
Mailing Address Zip Code	67837
Authorized Representative of the District Name	Jay Zehr
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jay@usd371.org
Authorized Representative of the District Phone Number	+16206685565
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	rebel476@ucom.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 #476 has approximately 115 students in grades PK-8. We are in an Inter-district agreement with Montezuma USD #371 and share JH and HS students between the districts. Collaboration among staff from both districts is the center of all data review and professional development. All students have been in school, in person during 2020-2021. As a district, we carefully considered the data associated with the academic impact, in particular, the data that may indicate any learning gaps larger than normal. In reviewing the data, we found the following: Our elementary classes had the most severe learning gaps created by the pandemic. When tested upon return in the fall of 2020, our data showed that we had 57% of our students in grades K-4 and 100% of our 5th grade students scoring in the high at risk level. Map Growth Data in grades 6-8 indicated 70% of our students were at high risk. We continue to look at the data and in that process we determined the focus of our summer school to be on the area of reading. We gathered information and data and me to get a plan in place as we move forward. As an administrative team, we have seen the scores of all student progress as in a normal year. We are confident with the employment of a reading intervention specialist we will see our scores increase while also seeing the at-risk % decline.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 the ESSER II allocation to employ a Reading Interventionist Specialist (RIS) to address the response to question #6. The RIS will be available to all students grades K-8. ESSER II funds will also be dedicated to the purchase of PPE and a mobile application communication platform so parents and students will be able to have one click access to school and classroom information. The district will be able to not only share relevant information on one communication channel, but will inform stakeholders of key COVID related content via smartphone, desktop, and social media if preferred, leaving no one out.

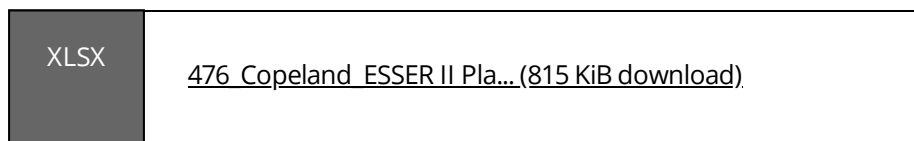
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 476 will utilize Aimsweb+, Shaywitz screener, and MAP growth data in order to assess the impact of the ESSER funds used to employ a literacy intervention specialist. The literacy specialist will assist with screening and identifying students who are at risk of struggling to read or demonstrate characteristics of dyslexia, provide services to identified students by engaging them in scientific, research based instructional practices that will help them improve their achievement in the areas of reading and written expression, and assist with supporting teachers with implementing evidence-based reading practices (structured literacy). The impact of the PPE will be determined by attendance and the goal of providing in person instruction. The communication platform will be analyzed by feedback from our stakeholders.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs

and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

(a) The amount of funds under the grant or subgrant;

(b) How the State or subgrantee uses the funds;

(c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Jay Zehr

Date | 09/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
476	Copeland	9/13/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
476-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary for Reading Intervention Specialist to address K-8 students who have experienced loss as a result of Covid.	\$ 43,750	\$ 43,750	\$ -	\$ -	\$ -	31-000-1000-110	
476-1-002-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Reading Intervention Specialist	\$ 2,713	\$ 2,713	\$ -	\$ -	\$ -	31-000-1000-220	
476-1-003-20211012	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	FICA for Reading Intervention Specialist	\$ 635	\$ 635	\$ -	\$ -	\$ -	31-000-1000-221	
476-1-004-20211012	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Interactive platform for real time interaction and communication between teachers and administrators with parents, patrons, and students. All Covid 19 information, including info about potential remote learning, quarantines, etc. will be communicated in real time to parents utilizing this platform.	\$ 7,755	\$ 7,755	\$ -	\$ -	\$ -	31-000-2200-300	
476-1-005-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase of PPE for 135 students and staff to assist in the prevention of the spread of COVID.	\$ 5,772	\$ 5,772	\$ -	\$ -	\$ -	31-000-1000-110	

Kansas CommonApp (2020)

2033-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



aljzPPzo

495_Fort Larned_ESSER II Plan_0830

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 | Fort Larned USD 495

Applicant / Mailing Address

| 120 East 6th Street, Larned, Kansas 67550

Applicant / First and Last Name of Owner, CEO, or Executive Director | Bryce Wachs

Applicant / Email Address of Owner, CEO, or Executive Director | bryce.wachs@usd495.com

Applicant / Phone Number | 620-285-3185

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0724327

Applicant / Website Address (if applicable) | www.usd495.com

Fiscal Agent / Name (if applicable) | Jean Simmons

Fiscal Agent / Email (if applicable) | jean.simmons@usd495.com

Fiscal Agent / Mailing Address (if applicable)

120 East 6th Street, Larned, Kansas 67550

Application details

Full District Name	Fort Larned
District Number	495
Mailing Address Street Address	120 East 6th
Mailing City	Larned
Mailing Address Zip Code	67550
Authorized Representative of the District Name	Bryce Wachs
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	bryce.wachs@usd495.com
Authorized Representative of the District Phone Number	+16202853185
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 Fort Larned School District was fortunate with the use of our mitigation strategies to operate school throughout the 2020-2021 fully in person. We did encounter numerous staff and students that missed extended periods of time due to positive cases or quarantines associated with COVID-19. Our staff worked diligently to provide learning opportunities for the students that missed in a remote learning environment. The ability to operate in a fully in person environment provided the majority of our students with as normal of school environment as possible. Though with the challenges of implementing mitigation strategies, this significantly impacted our ability to provide our tiered system of support in math and reading instruction. Our students learning throughout the district K-12 took place within their specific class or cohort in upper grades. We provided support within the classroom, but this was limited compared to our normal practices. In evaluating our state assessment data last spring we performed exceptionally well across the board. With the exception of Grade 7 ELA our district was above the state average on all assessments. Though our local benchmarking data with FastBridge showed greater gaps forming with our Tier 2 and 3 students. These were the students that needed the tiered supports throughout the year on top of the core instructional pieces. Our tier 2 and 3 students are comprised heavily from special populations, including students with disabilities, students in foster care and students in poverty.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

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Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We plan to use a portion of the ESSER II dollars to provide summer school for our tier 2 and 3 students K-12 during the summer of 2021. The summer school program was three weeks, four days per week in the month of June. Students were identified for the program based on our benchmark screener FastBridge at the K-8 levels. At the high school students were identified that were behind in graduation credits or failing core subjects during the 2020-2021 school term. Funds would pay for certified teachers, classroom aides, and social worker in a designed program to keep student to adult ratios of 8:1.

This year we plan to add an additional school nurse to our district, to provide one nurse in every school building. This is instrumental in ensuring we are able to follow public health guidelines and recommendations.

To help with identified learning losses from the 2020-2021 school year, we plan to utilize a portion of the ESSER II funds to hire a ELA intervention teacher at the middle school. We currently have one intervention specialist that focuses on both math and ELA. Based on student needs within that facility we need the additional support to provide targeted and evidenced based practices. Along with the support at the middle school, we plan to purchase manipulatives to be used by elementary teachers in tiered math instructional activities. These manipulatives will allow our instructional staff the ability to have our students work on math skills with hands on activities and evidenced based practices.

As we continue to meet the mental health needs of our students, we plan to purchase a character education program for 6-12. The program is CharacterStrong, which is aligned to standards and will be imbedded in our seminar periods.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

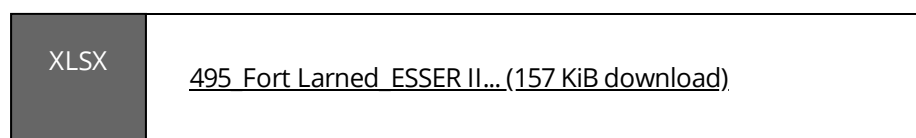
A significant amount of our focus is on making gains on the learning loss that was suffered by our tier 2 and 3 students over the course of the last 18 months. We identified the need based on data analysis of our local assessments and state assessments. After implementing summer school, middle school intervention specialist, technology and the additional of manipulatives, we will evaluate our data again. Our goal is to show gains in our Tier 2 and 3 students in math and reading statistically higher than our normal gains.

Our additional school nurse will provide support to families, students, and staff as we implement public health recommendations, resulting in increased school attendance. As we implement new character education, we will evaluate our progress through surveys and screenings.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

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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 race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Bryce Wachs

Date

| 08/30/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
495	Ft Larned	9/13/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
495-1-001-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Funds will be utilized for enhanced cleaning procedures by the district to combat the spread of COVID-19 in our facilities. This will allow our district to continue to operate in person in a safe environment.	\$ 10,350	\$ 350	\$ 10,000	\$ -	\$ -	113-50-1000-610	
495-1-002-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The funds will provide and continue to provide a 1 to 1 Chromebook initiative within our district 1st-12th. This reduces the sharing of machines, providing a machine per student reduces Covid spread due the amount of multiple contacts to a machine. (FY21 50 Chromebooks for \$22,295 plus \$600 for hotspots; FY22 160 Chromebooks for \$70,000) The funds will also be use to provide interactive boards in elementary classrooms to be utilized during center and intervention activities increasing hands on learning with technology to address learning loss due to Covid. (FY22 10 interactive boards for \$40,000)	\$ 132,836	\$ 22,836	\$ 110,000	\$ -	\$ -	113-50-1000-610	
495-1-003-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Funds were used to rent storage facilities (\$1300) to reduce items in elementary classrooms during FY21 to provide more space to adhere to 6ft COVID-19 social distancing guidance. Funds were also used to purchase signs and vinyl lettering (\$769.26) encouraging KDHE and CDC guidance within our school facilities to help mitigate COVID-19.	\$ 2,069	\$ 2,069	\$ -	\$ -	\$ -	113-50-1000-610	

495-1-004-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Funds were used to provide electrical recepticals to install thermal cameras and monitors in offices for tempature checks of students, staff and visitors based on CDC recommendations to mitigate COVID-19.	\$ 2,945	\$ 2,945	\$ -	\$ -	\$ -	113-50-1000-610	
495-1-005-20211012	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 31,708	\$ -	\$ 31,708	\$ -	\$ -	113-01-2200-112	
495-1-006-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 2,453	\$ -	\$ 2,453	\$ -	\$ -	113-01-2200-220	
495-1-007-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 32	\$ -	\$ 32	\$ -	\$ -	113-01-2200-290	
495-1-008-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hiring of an additional district nurse to help provide support to students, staff and families to mitigate COVID-19.	\$ 24	\$ -	\$ 24	\$ -	\$ -	113-01-1000-210	
495-1-009-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 51,220	\$ -	\$ 51,220	\$ -	\$ -	113-03-1000-127	

495-1-010-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 5,064	\$ -	\$ 5,064	\$ -	\$ -	113-03-1000-210	
495-1-011-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 51	\$ -	\$ 51	\$ -	\$ -	113-03-1000-290	
495-1-012-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 3,918	\$ -	\$ 3,918	\$ -	\$ -	113-03-1000-220	
495-1-013-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Hiring of an intervention teacher at the middle school in the area of English andreading. Based on the learning loss suffered by students due to COVID-19, our middle school needed the additional support to meet students needs.	\$ 2,746	\$ -	\$ 2,746	\$ -	\$ -	113-50-1000-610	
495-1-014-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Funds will be used to purchase CharacterStrong Curriculum for grades 6th-12th. The curriculum will be utilized during our seminar time to build on students Social, Emotional and Character Development. The mental health of students has suffered during the COVID-19 pandemic and we will be focusing on SEL with this curriculum on a dailiy basis during seminar.	\$ 8,196	\$ -	\$ 8,196	\$ -	\$ -	113-50-1000-610	
495-1-015-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 for staff (27 certified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 67,584	\$ 33,792	\$ 33,792	\$ -	\$ -	113-01-1000-127	

495-1-016-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 for staff (19 classified) to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 to continue to recoup learning loss due to Covid with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 28,963	\$ 14,481	\$ 14,481	\$ -	\$ -	113-01-1000-127	
495-1-017-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 7,387	\$ 3,694	\$ 3,694	\$ -	\$ -	113-01-1000-220	
495-1-018-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 97	\$ 48	\$ 48	\$ -	\$ -	113-01-1000-290	
495-1-019-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	11A. Planning and implementing summer learning or enrichment programs	Funds were utilized in the summer of 2021 to provide summer school to tier 2 and 3 students that our data showed learning loss attributed to COVID-19. We were able to make gains in the summer of 2021, but students still will need additional support in the summer of 2022 with summer programming to reach grade level achievement on local assessments and level 3 and 4 on state assessments.	\$ 6,550	\$ 3,275	\$ 3,275	\$ -	\$ -	113--01-1000-210	

Kansas CommonApp (2020)

1742-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

505 Chetopa-St.
Paul_ESSER II Plan_0903



rMdbEmgN

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 505 Chetopa-St. Paul

Applicant / Mailing Address

| 430 Elm Street
| Chetopa, KS 67336

Applicant / First and Last Name of Owner, CEO, or Executive Director | Craig Bagshaw

Applicant / Email Address of Owner, CEO, or Executive Director | cbagshaw@usd505.org

Applicant / Phone Number | 620-236-7244

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-6039273

Applicant / Website Address (if applicable) | www.usd505.org

Fiscal Agent / Name (if applicable) | Terri Ross

Fiscal Agent / Email (if applicable) | tross@usd505.org

Fiscal Agent / Mailing Address (if applicable)

430 Elm
Chetopa, KS 67336

Application details

Full District Name	Chetopa-St. Paul
District Number	505
Mailing Address Street Address	430 Elm Street
Mailing City	Chetopa
Mailing Address Zip Code	67336
Authorized Representative of the District Name	Craig Bagshaw
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	cbagshaw@usd505.org
Authorized Representative of the District Phone Number	+16202367244
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	tross@usd505.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

When examining our IXL, Fastbridge and interim data we have noticed pockets of learning loss. For the most part Covid-19 has impacted our math and science scores more than reading. Parents have shared it was a struggle to keep up with the math instruction at home during the last three months of the 2019-2020 school term.

Our middle and high school students seemed more resilient working remotely with several excelling. Additionally, we have evidence many of those same students struggled from the effects of the pandemic and generally have an apathetic attitude toward learning and school.

Achievement scores in grades PreK-5 showed the most significant decline. The administration summarizes from survey data collected from parents that it was just too difficult of a task to be a primary student in a remote learning environment.

COVID has greatly increased our costs to keep the students and staff safe and to provide extra teachers to combat the learning loss. We have purchased several dollars worth of masks, disinfectants, thermometers, etc to help to slow the spread of COVID. We had to purchase new computers and iPads as well and rent hot spots to provide devices and internet for the students to do remote. We have hired staff for classroom reduction and classroom support.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Our district will spend ESSER II funding on technology, sanitation equipment/supplies, janitorial salaries, staff salaries, classroom reduction, enhancement programs and PPE. We will purchase programs that can be used to assess the learning level of the students. We will also purchase interactive boards that can be used in the case of remote learning and can be used to split classes in the building if a class is too big to social distance. The teacher can teach both classes while a para is in the secondary room with the students. The sanitation equipment, cleaning supplies, and PPE will allow our students to attend face-to-face instruction in our buildings and help to minimize the spread of COVID-19. The janitorial salaries are to cover extra help to do extra cleaning and to cover for the custodians who were quarantined because of COVID. Classroom reduction teachers will be hired to make smaller class sizes to help with social distancing and learning loss due to COVID. We will also hire extra classroom support to help get the students back on track academically. A retention incentive will be given to all staff. We have lost staff who decided to quit or retire because of the stress of COVID and we are having trouble getting qualified applicants to replace them. Our intention with the retention incentive is to keep the staff we have. The ESSER II funds will also be used to help with expenses for a summer school program that will help to close the achievement gap caused by COVID.

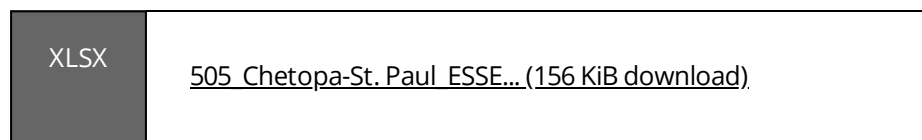
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will determine the impact of the ESSER II funds by looking at the IXL and Fastbridge assessments as well as the state assessments. The student scores will be compared to the scores from the last couple of years and from the beginning of the year to the end of the year. We hope to see improvement in the achievement gap that was caused by the shutdown because of COVID. We will also look at the number of absences and quarantines and determine if there is something more we can do to prevent those or if the exposure is from outside of the district.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Craig Bagshaw

Date

| 09/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
505	Chetopa-S	9/13/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
505-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Our district hired 2 teachers to reduce the classroom size of two elementary classrooms with ESSER 1 funds and this is the amount that was not covered by those funds. This allowed for fewer students in a classroom so the students could be spaced out to help prevent the spread of COVID. It also allowed the students to get more academic help that was needed due to the school shutdown for COVID.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	92-1012-112	Per narrative, Achievement scores in grades PreK-5 showed the most significant decline. The administration summarizes from survey data collected from parents that it was just too difficult of a task to be a primary student in a remote learning environment.
505-1-002-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	This is the social security and unemployment taxes on the classroom reduction teachers.	\$ 1,683	\$ 1,683	\$ -	\$ -	\$ -	92-1012-220	
505-1-003-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	This is the insurance cost related to the classroom reduction teachers.	\$ 659	\$ 659	\$ -	\$ -	\$ -	92-1012-290	
505-1-004-20211012	Eligible	Direct Allocation	Instruction	Other Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Deposits on summer school activities being planned to enrich the summer school so the students will be excited to attend and receive help to improve the education gap due to COVID.	\$ 147	\$ 147	\$ -	\$ -	\$ -	92-4000-500	Per narrative, The ESSER II funds will also be used to help with expenses for a summer school program that will help to close the achievement gap caused by COVID.
505-1-005-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	School supplies that will be used in summer school June 2021	\$ 26	\$ 26	\$ -	\$ -	\$ -	92-4000-610	Per narrative, The ESSER II funds will also be used to help with expenses for a summer school program that will help to close the achievement gap caused by COVID.

505-1-006-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Our district will hire 2 teachers to reduce the classroom size of two elementary classrooms This will allow for fewer students in a classroom so the students can be spaced out to help prevent the spread of COVID and improve the students performing below benchmark academically due to the COVID shutdown.	\$ 80,900	\$ -	\$ 80,900	\$ -	\$ -	92-1012-112	Per narrative, Achievement scores in grades PreK-5 showed the most significant decline. The administration summarizes from survey data collected from parents that it was just too difficult of a task to be a primary student in a remote learning environment.
505-1-007-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	This is the social security and unemployment taxes on the classroom reduction teachers.	\$ 6,180	\$ -	\$ 6,180	\$ -	\$ -	92-1012-220	
505-1-008-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	This is the insurance cost related to the classroom reduction teachers.	\$ 13,272	\$ -	\$ 13,272	\$ -	\$ -	92-1012-290	
505-1-009-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Fastbridge License-will be used to monitor student learning, meet dyslexia requirements so the district can identify academic gaps caused by the loss of learning during COVID	\$ 3,749	\$ 3,749	\$ -	\$ -	\$ -	92-1012-653	
505-1-010-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	12. Addressing learning loss among students, including vulnerable populations	Edpuzzle license-Edpuzzle will be used in the classroom and for remote students as needed. It is a tool that will allow teachers and administrators to create online learning for staff and students to help with social distance learning.	\$ 2,510	\$ 2,510	\$ -	\$ -	\$ -	92-1012-653	
505-1-011-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Restroom cleaning system-2 units, one for each campus. These will provide better and deeper cleaning of the building restrooms and locker rooms and make them more sanitized through the use of a sanitizing solution that is sprayed on the walls to help to kill the Coronavirus and other viruses.	\$ 6,290	\$ 6,290	\$ -	\$ -	\$ -	92-2612-700	
505-1-012-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	7. Purchasing supplies to sanitize and clean LEA and school facilities	Autovac-Floor scrubber-This will used daily to clean and sanitize in the food service and other areas to provide better sanitation to help prevent the spread of covid.	\$ 2,280	\$ 2,280	\$ -	\$ -	\$ -	92-2612-700	
505-1-013-20211012	Eligible	Direct Allocation	Instruction	Other Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Field trip entry fees and other expenses and educational camp at Greenbush. These trips/camps will help to provide student enrichment during our summer school session and promote attendance.	\$ 4,823	\$ 4,823	\$ -	\$ -	\$ -	92-4000-500	

505-1-014-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies used in our summer school program that was half a day for 4 weeks.	\$ 473	\$ 473	\$ -	\$ -	\$ -	92-4000-610	
505-1-015-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school was held May 24-June 17. This item includes the directors and staff need to teach the summer school enrichment program. The goal of the summer school is to give more specialist instructions to help all students who are performing below benchmark, part of which was caused from the COVID shutdown. About 115 students benefited from summer school.	\$ 32,693	\$ 32,693	\$ -	\$ -	\$ -	92-4000-110	
505-1-016-20211012	Eligible	Direct Allocation	Other Student Transportation Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	This item includes the cost of the bus drivers that were hired to transport the students to summer school and the included activities from May 24-June 17.	\$ 3,432	\$ 3,432	\$ -	\$ -	\$ -	92-4000-120	
505-1-017-20211012	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Meals were served to the students for breakfast and lunch during the summer school program. Our cooks and additional staff made sure all meals were prepared and everything was sanitized before and after meals to reduce the spread of covid and other illnesses.	\$ 3,385	\$ 3,385	\$ -	\$ -	\$ -	92-4000-130	
505-1-018-20211012	Eligible	Direct Allocation	0	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	This is social security on all salaries paid related to summer school.	\$ 3,022	\$ 3,022	\$ -	\$ -	\$ -	92-4000-220	
505-1-019-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Our district will hire an Academic Coach for the 2021-22 school year. This instructor will work with students who are behind academically due to missing school because of the COVID shutdown as well as those students who are below benchmark in their grade level on state assessments, IXL and Fastbridge assessments.	\$ 24,200	\$ -	\$ 24,200	\$ -	\$ -	92-1012-112	Per narrative, When examining our IXL, Fastbridge and interim data we have noticed pockets of learning loss. For the most part Covid-19 has impacted our math and science scores more than reading. Parents have shared it was a struggle to keep up with the math instruction at home during the last three months of the 2019-2020 school term. We will also hire extra classroom support to help get the students back on track

505-1-020-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	social security and unemployment taxes on the Academic Coach	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	92-1012-220	
505-1-021-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	fringe benefit for the Academic Coach	\$ 5,239	\$ -	\$ 5,239	\$ -	\$ -	92-1012-290	
505-1-022-20211012	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase Interactive Boards, 49 Boxlight ProColor 65" with 29 carts and the training to go with them. These will help with social distancing in the classrooms and help with online learning. Class sizes could be reduced by using a para in a different room with some students and the teacher teaching from another room.	\$ 107,158	\$ -	\$107,158	\$ -	\$ -	92-1012-703	Per narrative, We will also purchase interactive boards that can be used in the case of remote learning and can be used to split classes in the building if a class is too big to social distance. The teacher can teach both classes while a para is in the secondary room with the students
505-1-023-20211012	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover \$700 per employee and the other \$800 will be funded through ESSER III funds.	\$ 40,250	\$ -	\$ 40,250	\$ -	\$ -	92-1012-112	
505-1-024-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	social security and unemployment taxes on the retention incentive pay	\$ 3,075	\$ -	\$ 3,075	\$ -	\$ -	92-1012-220	
505-1-025-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover \$700 per employee and the other \$800 will be funded through ESSER III funds.	\$ 5,600	\$ -	\$ 5,600	\$ -	\$ -	92-2600-121	
505-1-026-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and	social security and unemployment taxes on the retention incentive pay	\$ 425	\$ -	\$ 425	\$ -	\$ -	92-2600-220	

505-1-027-20211012	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover \$700 per employee and the other \$800 will be funded through ESSER III funds.	\$ 4,200	\$ -	\$ 4,200	\$ -	\$ -	92-3100-120	
505-1-028-20211012	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	social security and unemployment taxes on the retention incentive pay	\$ 320	\$ -	\$ 320	\$ -	\$ -	92-3100-220	
505-1-029-20211012	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants.	\$ 2,100	\$ -	\$ 2,100	\$ -	\$ -	92-2720-120	
505-1-030-20211012	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	social security and unemployment taxes on the retention incentive pay	\$ 160	\$ -	\$ 160	\$ -	\$ -	92-2720-220	
505-1-031-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover \$700 per employee and the other	\$ 2,800	\$ -	\$ 2,800	\$ -	\$ -	92-2400-110	
505-1-032-20211012	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	social security and unemployment taxes on the retention incentive pay	\$ 210	\$ -	\$ 210	\$ -	\$ -	92-2400-220	
505-1-033-20211012	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Retention incentive pay-all staff will receive retention incentive pay. They will receive a total of \$1500 to be in two payments paid in December and in June. Due to the stress of COVID and the fear of exposure, we have had several employees quit or retire. We are having trouble filling those positions due to lack of qualified applicants. ESSER II will cover \$700 per employee and the other \$800 will be funded through ESSER III funds.	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ -	92-2300-110	

505-1-034-20211012	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	social security and unemployment taxes on the retention incentive pay	\$ 105	\$ -	\$ 105	\$ -	\$ -	92-2300-220	
505-1-035-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Purchase janitorial supplies to clean and sanitize and face masks to help to control the spread of COVID.	\$ 4,542	\$ -	\$ 4,542	\$ -	\$ -	92-2600-613	

ESSER II Change Request Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	232	De Soto	7,016	11%	\$ 2,103,557	\$ 1,525,071	72%	\$ 2,103,557	\$ 2,103,557	\$ 578,487	100%	\$ 217
2	242	Weskan	100	32%	\$ 36,765	\$ 36,765	100%	\$ 36,765	\$ 36,765	\$ -	100%	\$ 367
3	253	Emporia	4,187	58%	\$ 2,757,581	\$ 177,650	6%	\$ 1,362,025	\$ 1,362,025	\$ 1,184,375	49%	\$ 42
4	259	Wichita	45,158	77%	\$ 75,503,105	\$ 43,589,144	58%	\$ 50,617,794	\$ 50,617,794	\$ 7,028,650	67%	\$ 965
5	303	Ness City	280	46%	\$ 161,161	\$ 161,161	100%	\$ 161,161	\$ 161,161	\$ -	100%	\$ 577
6	305	Salina	6,740	58%	\$ 6,079,698	\$ 6,079,698	100%	\$ 6,079,698	\$ 6,079,698	\$ -	100%	\$ 902
7	386	Madison-Virgil	220	46%	\$ 204,001	\$ 30,000	15%	\$ 204,001	\$ 204,001	\$ 174,001	100%	\$ 137
8	405	Lyons	738	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	\$ 757,981	\$ -	100%	\$ 1,253
9	454	Burlingame Public School	268.00	48%	\$ 218,946	\$ 161,000	74%	\$ 218,946	\$ 218,946	\$ 57,946	100%	\$ 601
10	460	Hesston	813.50	26%	\$ 247,762	\$ 51,848	21%	\$ 232,960	\$ 232,960	\$ 181,112	94%	\$ 64
11	462	Central	281	62%	\$ 292,862	\$ 222,015	76%	\$ 292,862	\$ 292,862	\$ 70,847	100%	\$ 791
12	499	Galena	768.60	60%	\$ 846,712	\$ 1,634,774	193%	\$ 846,712	\$ 846,712	\$ (788,062)	100%	\$ 2,127
Total			66,569	66%	\$ 89,210,131	\$ 54,427,106	61%	62,914,462	\$ 62,914,462	\$ 8,487,356	71%	\$ 945

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE

Kansas CommonApp (2020)

2102-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



RxBAqNZj

232_DeSoto_ESSER II Plan_0623 (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 232 - De Soto

Applicant / Mailing Address

| 35200 W. 91st Street
| De Soto, KS 66018

Applicant / First and Last Name of Owner, CEO, or Executive Director | Frank Harwood

Applicant / Email Address of Owner, CEO, or Executive Director | fharwood@usd232.org

Applicant / Phone Number | 913-667-6200

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Website Address (if applicable) | usd232.org

Applicant / Mission Statement (if applicable)

| USD 232 will prepare all students for their future through excellent, innovative learning opportunities with caring, dedicated and passionate staff in a safe and secure environment.

Application details

Full District Name	de soto
District Number	232
Mailing Address Street Address	35200 w 91st street
Mailing City	de soto
Mailing Address Zip Code	66018
Authorized Representative of the District Name	frank harwood
Authorized Representative of the District Position or Title	superintendent
Authorized Representative of the District Email Address	fharwood@usd232.org
Authorized Representative of the District Phone Number	+19136676200
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	acater@usd232.org
Other District Representative 2 Email Address	mwhite@usd232.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The impact of COVID-19 led to 201 students opting-out of state testing (KAP, KELPA2, and DLM), an increase of 95.7% from the 2019-2020 school year. Data to monitor student growth and deficits was managed using progress monitoring, screeners, and summative assessments. This indicates a second gap in trend data that will make instructional data measure decisions more intricate moving forward. High school students in need of summer school and credit recovery rose from 31 to 113 this year; an increase of 233%. Summer school includes middle school students in need of skill recovery. With the exception of graduates, these students need continued monitoring, as they are at-risk in multiple aspects. Additionally, COVID-19 exacerbated staff shortages. Steps will have to be taken to attract and retain high quality staff needed to provide student programming.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

Remaining ESSER I funds are being used for summer school programs in 2021 as well as purchasing resources for 2021-22. Additionally some funds are being used for reimbursement of previous expenses.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 232 experienced achievement concerns resulting from COVID-19. Students and teachers were in full-remote, optional remote, hybrid, and in-person learning platforms throughout the 2020-2021 school year after completing the final quarter of the 2019-2020 year fully remote. Approximately 22% of USD 232 students were in optional remote learning. District screener data in FastBridge determined significant learning discrepancies in reading skills at the 1st grade level, followed by math skill needs in 7th grade. The district noted slight achievement decline in the majority of grades and subjects. In addition, the number of students receiving special education services increased by 8.7% this past year. We see a similar increase in students who requested social-emotional supports for mental wellness. The impact of COVID-19 led to 201 students opting-out of state testing (KAP, KELPA2, and DLM), an increase of 95.7% from the 2019-2020 school year. Data to monitor student growth and deficits was managed using progress monitoring, screeners, and summative assessments. This indicates a second gap in trend data that will make instructional data measure decisions more intricate moving forward. High school students in need of summer school and credit recovery rose from 31 to 113 this year; an increase of 233%. Summer school includes middle school students in need of skill recovery. With the exception of graduates, these students need continued monitoring, as they are at-risk in multiple aspects. Additionally, COVID-19 exacerbated staff shortages. Steps will have to be taken to attract and retain high quality staff needed to provide student programming.

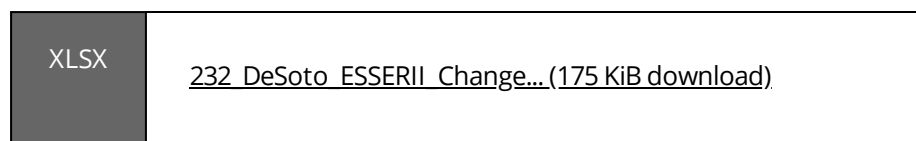
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

District screener data in FastBridge determined significant learning discrepancies in reading skills at the 1st grade level, followed by math skill needs in 7th grade. The district noted slight achievement decline in the majority of grades and subjects. In addition, the number of students receiving special education services increased by 8.7% this past year. We see a similar increase in students who requested social-emotional supports for mental wellness.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Frank Harwood

Date | 06/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
232	De Soto	9/24/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
232-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for a District Literacy Specialist to help staff provide specialized instruction disrupted due to COVID-19.	\$ 158,493	\$ -	\$ 78,268	\$ 80,225	\$ -	80E10001 10009600	Approved at 6/9/2021 State Board Meeting
232-1-002-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Salary and benefits for two school nurses to help address increased health care needs in all schools in light of COVID-19 impact; provide support for contact tracing due to COVID-19.	\$ 193,920	\$ -	\$ 96,000	\$ 97,920	\$ -	80E21001 10009600	Approved at 6/9/2021 State Board Meeting
232-1-003-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary and benefits for a Social Worker to support students with mental health needs that have increased due to COVID-19.	\$ 121,500	\$ -	\$ 60,000	\$ 61,500	\$ -	80E21001 10009600	Approved at 6/9/2021 State Board Meeting
232-1-004-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Salary and benefits for staff providing summer school activities to help students recover credits or skills disrupted due to COVID-19.	\$ 16,179	\$ 16,179	\$ -	\$ -	\$ -	80E10001 10009600	Approved at 6/9/2021 State Board Meeting
232-1-005-20211012	Eligible	Direct Allocation	Instruction	Technical Services	12. Addressing learning loss among students, including vulnerable populations	Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. Achieve 3000 offers reading comprehension diagnostics and leveled, engaging texts, as well as math resources that extend past basic Algebraic skills.	\$ 29,900	\$ -	\$ 29,900	\$ -	\$ -	80E10003 50009600	Approved at 6/9/2021 State Board Meeting

232-1-006-20211012	Eligible	Direct Allocation	Instruction	Technical Services	12. Addressing learning loss among students, including vulnerable populations	Due to COVID-19, we are requesting resources to supplement intervention materials in order to differentiate instruction. The ALEKS program will be offered as a Tier 3 math intervention.	\$ 680	\$ -	\$ 680	\$ -	\$ -	80E10003 50009600	Approved at 6/9/2021 State Board Meeting
232-1-007-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New Item - Due to COVID-19 our district has experienced an increase in the number of students in need of specialized reading instruction. Sonday is a multi-sensory research based reading intervention system proven effective for students struggling in the area of decoding and comprehending text at grade level.	\$ 4,240	\$ -	\$ 4,240	\$ -	\$ -	80E10006 10009600	New Line Item
232-2-001-20211012	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for two School Improvement Specialist to coordinate student improvement efforts disrupted due to COVID-19.	\$ 316,985	\$ -	\$ 156,536	\$ 160,449	\$ -	80E10001 10009600 2	Approved at 6/9/2021 State Board Meeting
232-2-002-20211012	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for a half-time At-Risk teacher to assist students that have fallen behind due to COVID-19.	\$ 60,750	\$ -	\$ 30,000	\$ 30,750	\$ -	80E10001 10009600 2	Approved at 6/9/2021 State Board Meeting
232-2-003-20211012	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for two teachers to reduce class sizes at specific grades to allow for more distancing due to COVID-19.	\$ 120,000	\$ -	\$ 120,000	\$ -	\$ -	80E10001 10009600 2	Approved at 6/9/2021 State Board Meeting
232-2-004-20211012	Eligible	True Up Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for additional contract days for District Instructional Specialists to provide additional mentoring support to first and second year teachers needed due to learning loss during COVID-19.	\$ 11,360	\$ -	\$ 5,680	\$ 5,680	\$ -	80E22001 10009600 1	Approved at 6/9/2021 State Board Meeting
232-2-005-20211012	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for a District Improvement Specialist for Special Education to help staff provide specialized instruction disrupted due to COVID-19.	\$ 131,625	\$ -	\$ 65,000	\$ 66,625	\$ -	80E10001 10009600 2	Approved at 6/9/2021 State Board Meeting

232-2-006-20211012	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Autism Specialist to help staff provide specialized instruction disrupted due to COVID-19.	\$ 121,500	\$ -	\$ 60,000	\$ 61,500	\$ -	80E10001 10009600 2	Approved at 6/9/2021 State Board Meeting
232-2-007-20211012	Eligible	True Up Allocation	Support Services - Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Change Request- LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades PreK-2, thus effecting intermediate levels, due to Covid-19.	\$ 46,816	\$ -	\$ 46,816	\$ -	\$ -	80E22001 10009600 2	Change Request-Was approved for \$46,815.70 in SFY 2021 and \$46,815.70 in SFY 2022.
232-2-008-20211012	Eligible	True Up Allocation	Support Services - Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	Effective PLC's are key in determining and addressing student learning loss due to COVID-19.	\$ 99,000	\$ -	\$ 99,000	\$ -	\$ -	80E22001 10009600 2	Approved at 6/9/2021 State Board Meeting. Spoke with Supt to obtain additional detail on this item. The district will be paying 2 consultants to provide coaching to building level PLCs to analyze data and create plans to deliver interventions due to learning loss from Covid. Two different consultants; one for elementary, one for secondary. They will work throughout the school year to provide PLC coaching in all buildings in the district.
232-2-009-20211012	Eligible	True Up Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Due to Covid-19, we have increased emphasis on awareness and monitoring of student social-emotional wellness and development. Additional, updated SEL resources will provide greater accessibility for staff instruction.	\$ 49,547	\$ 49,547	\$ -	\$ -	\$ -	80E10006 10009600 2	Approved at 6/9/2021 State Board Meeting.
232-2-010-20211012	Eligible	True Up Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New Item - Due to COVID-19 our district has experienced an increase in the number of students in need of specialized reading instruction. Sonday is a multi-sensory research based reading intervention system proven effective for students struggling in the area of decoding and comprehending text at grade level.	\$ 1,970	\$ -	\$ 1,970	\$ -	\$ -	80E10006 10009600 2	New Line Item

232-2-011-20211012	Eligible	True Up Allocation	Support Services - Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	New Item - LETRS professional development is necessary for specialists and teachers to provide KSDE-required training in phonics, phonemic awareness, and reading progression in grades 3-5, thus effecting intermediate levels, due to Covid-19. Software name is Souday System	\$ 28,793	\$ -	\$ 28,793	\$ -	\$ -	80E22001 10009600 2	New Line Item
232-2-012-20211012	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item - The COVID-19 Pandemic has placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District would like to pay each full time certified staff member who was employed before December 31, 2020 (565 employees) and has been continuously employed through October 14, 2021 a one-time \$600 Retention Incentive to be paid in a November payroll. Employees who were employed after December 31, 2020 but by August 12, 2021 (60 employees) and have been continuously employed through October 14, 2021 will receive a \$300 retention/hiring incentive. Those staff members employed less than full time will receive a prorated payment.	\$ 351,690	\$ -	\$ 351,690	\$ -	\$ -	80E10001 10009600 3	New Line Item
232-2-013-20211012	Eligible	True Up Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item - The COVID-19 Pandemic has placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District would like to pay each full time classified staff member who was employed before December 31, 2020 (318 employees) and has been continuously employed through October 14, 2021 a one-time \$600 Retention Incentive to be paid in a November payroll. Employees who were employed after December 31, 2020 but by August 12, 2021 (56 employees) and have been continuously employed through October 14, 2021 will receive a \$300 retention/hiring incentive. Those staff members employed less than full time will receive a prorated payment.	\$ 194,151	\$ -	\$ 194,151	\$ -	\$ -	80E10001 20009600 3	New Line Item
232-2-014-20211012	Eligible	True Up Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer costs for the certified and classified premium pay retention incentives.	\$ 44,459	\$ -	\$ 44,459	\$ -	\$ -	80E10002 20009600 3	New Line Item

Kansas CommonApp (2020)

2097-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GOzKnmvg

242_Weskan_ESSERII Plan_0909_CHANGE

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 242 Weskan Schools
Applicant / Mailing Address	
219 Coyote Blvd.	
Weskan, KS 67762	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Amy Rother
Applicant / Email Address of Owner, CEO, or Executive Director	arother@weskanschools.org
Applicant / Phone Number	785-943-5222

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name	Weskan Schools
District Number	242

Mailing Address | Street Address | 219 Coyote Blvd.

Mailing | City | Weskan

Mailing Address | Zip Code | 67762

Authorized Representative of the District | Name | Amy Rother

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | arother@weskanschools.org

Authorized Representative of the District | Phone Number | +17859435222

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.

| CHANGE REQUEST -See original application

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 educaitonal agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitonal agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and

ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

| See original application

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| See original application

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Amy Rother

Date | 09/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
242	Weskan	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
242-1-001-20211012	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Purchase a K-5 reading series (Amplify) to help with our student's learning loss from remote learning. On our local assessments, 15% of our student body in our district that was previously on-grade level before COVID hit last Spring, fell to below grade level. We currently do not have an evidenced-based, researched curriculum. We feel a vertically aligned curriculum that incorporates all components of the science of reading, esp. foundational skills of phonics and phonemic awareness, will help us catch our students up faster than just each teacher doing their own thing. We will use components of this program in whole class lessons, as well as tier 2 and 3 reteaching times. We feel like the most important thing we can do with this money is give our teachers tools they can use to help catch our kids up. It has been over 15 years since we've updated our core reading curriculum--we need to spend money on this to get our kids back on grade level and to ensure current best-practices are used.	\$ 23,562	\$ 23,562	\$ -	\$ -	\$ -	07-1000-644-2	Approved at 6/9/2021 State Board Meeting.
242-1-002-20211012	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	CHANGE FROM ORIGINAL: saving \$4724.21-needed fewer books because some is online - original applied for \$10,879.81 For grades 6-12, we would like to purchase the reading curriculum MyPerspectives to address the learning losses our students are facing. Once again, overall, our district had 15% of our students move from on-grade level to below-grade level on our local data. We need to make a change to make improvements and to catch students up as quickly as we can. The teachers put in over 15 hours researching best practices, reviewing curriculums, and choosing the ones that they think will help us catch our students up in the most effective manner.	\$ 6,156	\$ 6,156	\$ -	\$ -	\$ -	07-1000-644-2	Change Request-Was approved at \$10,879.81 SFY 2021

242-1-003-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE FROM ORIGINAL: Original \$2156.54. Actual: \$3576.92 Summer school cost more-more kids and remediation took longer than expected. Salaries hiring teachers to tutor students over the summer in reading and math and providing a teacher to help JH/HS students complete remedial coursework for failed courses. The pandemic caused students to miss a lot of content due to remote learning, extended medical absences, and learning loss with parents trying to juggle online learning while also helping their kids with classes. We are providing summer tutoring and remediation to try to catch some of that up. We have 4 teachers that have agreed to split the workload and meet for at least 120 hours altogether to tutor and remediate for our students in K-12 that are behind. We will have about 15 of our most behind kids involved in summer remediation (roughly 15/100 or 15% of our student body), in either small groups or 1-1. Most students will receive around 8 hours total of individual/small group tutoring, although JH/HS will receive around 30 hours of direct instruction in larger groups as they complete remedial coursework for failed courses. We feel a short time with intensive intervention targeted specifically to that student's needs will be best, especially for our elementary students.	\$ 3,577	\$ 3,577	\$ -	\$ -	\$ -	07-1000-110-2	Change Request- Was approved for \$2,156.54 in SFY 2021
242-1-004-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE: Original: \$164.97. Actual: \$273.24 More summer school hours needed than expected. Social Security contributions for summer school teachers who tutor students.	\$ 273	\$ 273	\$ -	\$ -	\$ -	07-1000-220-2	Change Request-Was approved for &164.97 in SFY 2021
242-1-005-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	CHANGE: Original:\$2.16 Actual: \$3.36 More hours needed Unemployment Compensation contributions for summer school teachers who tutor students.	\$ 3	\$ 3	\$ -	\$ -	\$ -	07-1000-260-2	Change Request-Was approved for \$2.16 in SFY 2021
242-1-006-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW LINE ITEM: Purchase replacement ipad and chromebook cords so all technology will have a cord to send home for remote learning due to COVID, if needed.	\$ 174	\$ 174	\$ -	\$ -	\$ -	07-1000-650-2	New Line Item

242-1-007-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW LINE ITEM: Purchase additional chromebooks or laptops to send home with students or teachers for remote learning, if needed. Number of additional items we buy will depend on actual costs at time of purchase but will probably be between 2-5 additional devices.	\$ 3,021	\$ 3,021	\$ -	\$ -	\$ -	07-1000-650-2	New Line Item. Please note Row 16 states the district will utilize more online resources as well. Per applicant, Yes, they will be used for online classes for learning loss, and also to send home with students for remote learning when they are quarantined or if we move to remote learning. Kids will each have their own and use them daily in class, as well, using the online programs, such as MyPerspectives that we bought.
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Kansas CommonApp (2020)

2100-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



kGYAIRww

253_Emporia_ESSER II Plan Amended_0910

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Emporia USD #253

Applicant / Mailing Address

| 1700 W 7th Ave
| Emporia, KS 66801

Applicant / First and Last Name of Owner, CEO, or Executive Director | Danielle Rollman

Applicant / Email Address of Owner, CEO, or Executive Director | danielle.rollman@usd253.net

Applicant / Phone Number | 6203412224

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Emporia Public Schools

District Number | 253

Mailing Address | Street Address | 1700 W 7th Ave PO Box 1008

Mailing | City | Emporia

Mailing Address | Zip Code | 66801

Authorized Representative of the District | Name | Dr. Allison Anderson-Harder

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | Allison.Harder@usd253.net

Authorized Representative of the District | Phone Number | +16203412200

Would you like to additional district representatives to the application? | Yes

Other District Representative 1 | Email Address | Rob.Scheib@usd253.net

Other District Representative 2 | Email Address | danielle.rollman@usd253.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Throughout the 2020-2021 school year, families were provided the choice to have their child attend remotely or in person. A percentage of students at the secondary level attended a hybrid model so were not in person each day in order to implement mitigation strategies. The district reviewed the learning structure monthly to determine any necessary changes due to the COVID-19 local spread. This ever-changing mode of learning resulted in reduced attendance, increased chronic absenteeism, and decreased engagement. There was a loss in kindergarten readiness data as indicated by the ASQ. Fine motor, problem solving, communication, and social-emotional all indicated a decrease. There was an increase of course failures at the secondary level. One example is 42% of freshman students failed a course in trimester 2. NWEA MAP data indicated a learning loss particularly in the area of math at almost all grade levels for the all student category. Subgroups indicated more of a learning loss in the area of reading. Although all grade levels indicated growth, students did not make the growth on NWEA MAPS that they have in previous years.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | Yes

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The remaining ESSER I district funds will be used to offset food expenses for the required free meal program due to declining student feeding counts for reimbursement. We will also be reimbursing the district's general fund for classroom materials that were bought by the school for remote online learning and social distancing setup. Any remaining funds will be spent to

purchase additional cafeteria tables for assigned seating to maintain social distancing in preparation for all students to be back full time on-site in the fall semester.

At this time we are unsure how the remaining ESSER I SPED funds will be used.

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

- Test to Learn
- Custodial & PPE Sanitization Supplies
- Additional pay as needed to cover supervision of students and other duties necessary for preventative measures and mitigation strategies (social distancing, testing, and safety protocols)
- Registration cost for the N-O-T Training for secondary staff involved
- Additional Health Office Aide positions
- Additional Roving School Nurse
- Plexiglass for lunch, classrooms, etc.
- Air purifiers
- Air analysis machines
- Math resource and supplies to address learning loss and gap
- Classified retention premium pay (i.e. \$250 at the end of each semester)
- Classified PD 1 hour each month
- Stipend for teachers doing LETRS training (LETRS training addresses learning gaps and loss. Teachers will have to complete 50-70 hours of independent online learning over two years. The stipend would compensate teachers for this time)
- Registration costs for LETRS training for secondary teachers, school psychologists and administrators (KSDE will pay for Emporia preK-3 classroom teachers, instructional strategists, special education teachers and instructional coaches to participate in the LETRS training. Emporia recognizes there are additional staff which would benefit from this training in order to best meet the needs of all students)
- Signing on premium pay for certified staff
- Retention premium pay for certified teachers

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

- Increased in-person attendance for students and staff
- Pre- and post-academic skill data
- Decreased positive cases and trend data
- Decreased quarantines
- Increased retention rates of certified and classified staff
- Decreased vaping referrals

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.

XLSX

[USD253 Emporia ESSERII-Ch... \(153 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature

| Danielle Rollman

Date

| 09/10/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
253	Emporia	9/24/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
253-1-001-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for summer school to address the learning loss of students and prevent the "summer slide"	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	076 E 1000 00 0000 755 00 610	Approved at 6/9/2021 State Board Meeting
253-1-002-20211012	Eligible	Direct Allocation	Student Transportation	Intereducational, Interagency Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Transportation to get students from their home school to the applicable summer school site.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	076 E 2700 00 0000 755 00 590	Approved at 6/9/2021 State Board Meeting
253-1-003-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teachers hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 70,500	\$ -	\$ 70,500	\$ -	\$ -	076 E 1000 01 0000 755 00 110	Approved at 6/9/2021 State Board Meeting
253-1-004-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teacher Aides hourly wage to teach summer school to address learning loss of students and prevent the "summer slide"	\$ 22,500	\$ -	\$ 22,500	\$ -	\$ -	076 E 1000 01 0000 755 00 120	Approved at 6/9/2021 State Board Meeting
253-1-005-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	The required benefits (Social Security) that goes with the teacher and teacher aide wages above	\$ 7,100	\$ -	\$ 7,100	\$ -	\$ -	076 E 1000 01 0000 755 00 220	Approved at 6/9/2021 State Board Meeting

253-1-006-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Provide social-emotional support to students that have behavioral intervention plans in place to help with the transition to full-time onsite stress and anxiety for the upcoming fall semester	\$ 65,500	\$ -	\$ 65,500	\$ -	\$ -	076 E 2100 01 0071 000 00 110	Approved at 6/9/2021 State Board Meeting
253-1-007-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	The required benefits (Social Security) that goes with the guidance counselor wages above	\$ 5,050	\$ -	\$ 5,050	\$ -	\$ -	076 E 2100 01 0071 000 00 220	Approved at 6/9/2021 State Board Meeting
253-1-008-20211012	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive \$600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 225,000	\$ -	\$ 225,000	\$ -	\$ -	076 E 1000 01 0000 000 00 151	New Line Item
253-1-009-20211012	Eligible	Direct Allocation	Instruction	Additional compensation paid to instructional aides and	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New: Additional pay negotiated through the bargaining group for licensed personnel and made available to all staff through action taken by the board of education. Each current employee will receive \$600 on their September payroll check to avoid layoffs or shortages exacerbated by the pandemic	\$ 250,000	\$ -	\$ 250,000	\$ -	\$ -	076 E 1000 01 0000 000 00 152	New Line Item
253-1-010-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day. Certified Staff members get paid \$13.50 per hour (the districts agreed upon extra duty rate). Each school has an allotted daily total they cannot exceed. Below is the information that was agreed upon. EHS: 19 hours per day EMS: 19 hours per day Logan: 14 hours per day Riverside: 16 hours per day Timmerman: 16 hours per day Village: 16 hours per day Walnut: 14 hours per day WAW: 14 hours per day Maynard: 9 hours per day	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	076 E 1000 01 0000 000 00 110	New Line Item
253-1-011-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New: Additional pay is needed to cover supervision of students and other duties necessary for preventative measure and mitigation strategies such as social distancing, testing, and safety protocols each school day. Non-Certified staff receive their normal hourly rate. Average of \$15 per hour was used for the calculation. Each school has an allotted daily total they cannot exceed. Below is the information that was agreed upon. EHS: 19 hours per day EMS: 19 hours per day Logan: 14 hours per day Riverside: 16 hours per day Timmerman: 16 hours per day Village: 16 hours per day Walnut: 14 hours per day WAW: 14 hours per day Maynard: 9 hours per day	\$ 175,000	\$ -	\$ 175,000	\$ -	\$ -	076 E 1000 01 0000 000 00 120	New Line Item

253-1-012-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New: Required social security benefits due to the additional pay	\$ 59,375	\$ -	\$ 59,375	\$ -	\$ -	076 E 1000 01 0000 000 00 220	New Line Item
253-1-013-20211012	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	11B. Planning and implementing supplemental after-school programs	New: This afterschool program for K-5 grade students at each elementary school seeks to address the emotional needs, physical needs, and education needs of students through the ArtXtra, homework help and RecXtra components. Students will rotate through these three social emotional modules each day after school to help them recover emotionally from the trauma that stems from the pandemic to help students catch up, keep up and emerge from this crisis strong, resilient and hopeful. This program is serving 6 Elementary Schools: Breakdown as follows: 1. Logan (51 = 39,150) 2. Riverside (49 = 37,610) 3. William Allen White (53 = 40,680) 4. Timmerman (101 = 77,520) 5. Village (112 = 85,962) 6. Walnut (90 = 69,078)	\$ 350,000	\$ -	\$ 350,000	\$ -	\$ -	076 E 2100 00 0000 000 00 300	New Line Item

Kansas CommonApp (2020)

2069-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ZRJDIPdZ

259_Wichita Public Schools ESSER II Plan Change Request_0831

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Wichita Public Schools

Applicant / Mailing Address

| 903 S Edgemoor
| Wichita, KS 67218

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dee Dee Stroot

Applicant / Email Address of Owner, CEO, or Executive Director | dstroot@usd259.net

Applicant / Phone Number | 316-973-4000

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Website Address (if applicable) | usd259.org

Application details

Full District Name		Wichita Public Schools
District Number		259
Mailing Address Street Address		903 S Edgemoor
Mailing City		Wichita
Mailing Address Zip Code		67218
Authorized Representative of the District Name		Dee Dee Stroot
Authorized Representative of the District Position or Title		Executive Director of Innovation & Implementation
Authorized Representative of the District Email Address		dstroot@usd259.net
Authorized Representative of the District Phone Number		+113169734000
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		swillis@usd259.net

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has had significant impact on USD 259 in many ways. One major impact was a loss of 2621 students for 2020-21 enrollment leading to a \$12 million funding loss for the District. The District also lost about \$3 million in Nutrition Services revenue and about \$1 million in Medicaid reimbursement. The District moved quickly to invest over \$24 million in technology in May of 2020 to prepare for 2020-21 remote learning options, a much faster and much larger investment in technology than was ever imagined. Technology expenses, including internet access, has only grown from there. As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on the mental health needs of both students and staff, expressing needs for more counselors, social workers, psychs and other mental health supports for students who have feelings of isolation, depression, anger and disengagement. ELL students in particular have high mental health needs as the language barrier exacerbated the emotional trauma. Our students with disabilities lost the ability to peer model for most of the school year, particularly those who were medically fragile. Our homeless population, normally around 1000 annually, dipped to 450 at one point, indicating our homeless students were not captured by the normal safety nets in place. Learning loss is still being measured, but the needs assessment indicates students will need a lot of academic support to recover, starting with robust summer school in 2021.

Does the district have remaining ESSER I funding that it has not yet spent as of		No
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the date of ESSER II application submission?

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency,

including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

Wichita Public Schools will use the ESSER II funds to support: Summer School, needed facilities work, instructional support and human capital to address learning loss, student recovery, technology, mental health supports including behaviors as a result of being remote and/or struggling with trauma, and staff retention.

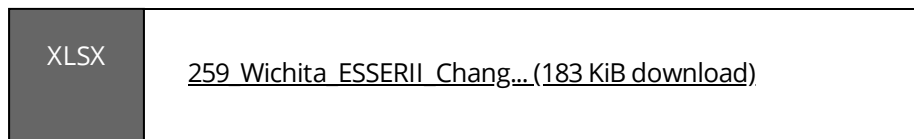
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Each project and approved ESSER request will have specific data to support its effectiveness. This includes but is not limited to: teacher retention, FastBridge and predictive interim data, students recovered, credits recovered, attendance, social and emotional data.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dee Dee Stroot

Date | 08/31/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
259	Wichita	09/02/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
259-1-001-20211012	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$ 10,532,600	\$10,532,600	\$ -	\$ -	\$ -	54948-100000	Approved at 7/13/2021 State Board Meeting. Per applicant, The purchases for this request are as follow, 8000 iPads with LTE capability to support PreK - 2nd grade students, which also includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services, total cost of \$4,942,400. We purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students and also includes deployment, 4 years of accidental warranty and 2 years of summer refresh services, total cost of \$5,590,200.

259-1-002-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Due to Pandemic, there was a need for one-to-one technology and connectivity to support students' ability to work off campus or in a blended learning environment during district building closures. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students was indicated as an early priority by both staff, students, parents, and community. The district purchased 8,000 iPads with LTE capability to support PreK - 2nd grade students. This includes 3 years of Mosyle, 50 hrs Apple Professional Learning, cases, and deployment services. We also purchased 9,075 HP 440s with LTE capability targeting what was left of devices needed to cover 3-12th grade students. This includes deployment, 4 years of accidental warranty and 2 years of summer refresh services. As we determine our new normal and undefined outlook for how learning is delivered, these devices allow us to maximize our internet efforts from T-Mobile EmpowerED, 10 million Student Project, and Verizon Innovative Learning Connect 2 Projects. We expect students to utilize these devices inside and outside of the classroom and provide internet to those students who do not have sufficient broadband for learning activities. We will utilize our FreshService System to measure support needs and our mobile device management solutions to gather connection and usage data. Teacher training logs and Microsoft Insight will track classroom usage.	\$ 1,467,400	\$ 1,467,400	\$ -	\$ -	\$ -	54948 - 100000	Approved at 7/13/2021 State Board Meeting. Per applicant, This is for budgeted supplies (e.g. computer bags, cases, ipad pens, monitors, speakers, headsets, etc.)
259-1-003-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 39,000	\$ 39,000	\$ -	\$ -	\$ -	56013 - 100001	Approved at 7/13/2021 State Board Meeting. Per applicant, 44 Paraeducators sub/temp for Summer Safari
259-1-004-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 67,640	\$ 67,640	\$ -	\$ -	\$ -	56013 - 100001	Approved at 7/13/2021 State Board Meeting.

259-1-005-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 10,630	\$ 10,630	\$ -	\$ -	\$ -	56013-100001	Approved at 7/13/2021 State Board Meeting.
259-1-006-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 845,000	\$ 845,000	\$ -	\$ -	\$ -	56013-100001	Approved at 7/13/2021 State Board Meeting. Per applicant, 220 Certified Teachers for Summer Safari.
259-1-007-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 110,000	\$ 110,000	\$ -	\$ -	\$ -	56013-100001	Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, math manipulatives, scissors, consumable student supplies, chart paper, etc.)

259-1-008-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 26,000	\$ 26,000	\$ -	\$ -	\$ -	56013-10002	Approved at 7/13/2021 State Board Meeting.
259-1-009-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 31,140	\$ 31,140	\$ -	\$ -	\$ -	56013-10002	Approved at 7/13/2021 State Board Meeting.
259-1-010-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,910	\$ 4,910	\$ -	\$ -	\$ -	56013-10002	Approved at 7/13/2021 State Board Meeting.

259-1-011-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 381,000	\$ 381,000	\$ -	\$ -	\$ -	56013-100002	Approved at 7/13/2021 State Board Meeting. Per applicant, 132 Certified Teachers for Summer Exploration.
259-1-012-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	56013-100002	Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).
259-1-013-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	56013-100003	Approved at 7/13/2021 State Board Meeting.

259-1-014-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 170	\$ 170	\$ -	\$ -	\$ -	56013-100003	Approved at 7/13/2021 State Board Meeting.
259-1-015-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	56013-100003	Approved at 7/13/2021 State Board Meeting. Per applicant, 5 Certified Teachers for 8th Grade Math Bridge Academy.
259-1-016-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	56013-100003	Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).

259-1-017-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 8,270	\$ 8,270	\$ -	\$ -	\$ -	56013-100004	Approved at 7/13/2021 State Board Meeting.
259-1-018-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,300	\$ 1,300	\$ -	\$ -	\$ -	56013-100004	Approved at 7/13/2021 State Board Meeting.
259-1-019-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 108,000	\$ 108,000	\$ -	\$ -	\$ -	56013-100004	Approved at 7/13/2021 State Board Meeting. Per applicant, 64 Certified Teachers for Extended Learning Opportunity.

259-1-020-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 11,580	\$ 11,580	\$ -	\$ -	\$ -	56013-10005	Approved at 7/13/2021 State Board Meeting.
259-1-021-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,860	\$ 1,860	\$ -	\$ -	\$ -	56013-10005	Approved at 7/13/2021 State Board Meeting.
259-1-022-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 151,000	\$ 151,000	\$ -	\$ -	\$ -	56013-10005	Approved at 7/13/2021 State Board Meeting. Per applicant, 10 Addendum for Learning Center Teachers, 16 classroom teachers for Learning Center, 2 PE teachers, 1 STS.

259-1-023-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,800	\$ 4,800	\$ -	\$ -	\$ -	56013-100005	Approved at 7/13/2021 State Board Meeting. Per applicant, Budgeted supplies (e.g. dry erase boards, dry erase markers, pencils, paper, notebooks, etc.).
259-1-024-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,150	\$ 1,150	\$ -	\$ -	\$ -	56013-100006	Approved at 7/13/2021 State Board Meeting.
259-1-025-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 190	\$ 190	\$ -	\$ -	\$ -	56013-100006	Approved at 7/13/2021 State Board Meeting.

259-1-026-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	56013-100006	Approved at 7/13/2021 State Board Meeting. Per applicant, 2 Certified Teachers for July Learning Center.
259-1-027-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 19,440	\$ 19,440	\$ -	\$ -	\$ -	56013-210001	Approved at 7/13/2021 State Board Meeting.
259-1-028-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,070	\$ 3,070	\$ -	\$ -	\$ -	56013-210001	Approved at 7/13/2021 State Board Meeting.

259-1-029-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 254,000	\$ 254,000	\$ -	\$ -	\$ -	56013-210001	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 nurses & 44 CST staff for Summer Safari.
259-1-030-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 8,190	\$ 8,190	\$ -	\$ -	\$ -	56013-210002	Approved at 7/13/2021 State Board Meeting.
259-1-031-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,310	\$ 1,310	\$ -	\$ -	\$ -	56013-210002	Approved at 7/13/2021 State Board Meeting.

259-1-032-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 107,000	\$ 107,000	\$ -	\$ -	\$ -	56013-210002	Approved at 7/13/2021 State Board Meeting. Per applicant, 11 nurses & 22 CST Staff for Summer Exploration.
259-1-033-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 230	\$ 230	\$ -	\$ -	\$ -	56013-210003	Approved at 7/13/2021 State Board Meeting.
259-1-034-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 50	\$ 50	\$ -	\$ -	\$ -	56013-210003	Approved at 7/13/2021 State Board Meeting.

259-1-035-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	56013-210003	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 addendum for 8th Grade Math Bridge Academy.
259-1-036-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive	\$ 3,690	\$ 3,690	\$ -	\$ -	\$ -	56013-210004	Approved at 7/13/2021 State Board Meeting.
259-1-037-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 600	\$ 600	\$ -	\$ -	\$ -	56013-210004	Approved at 7/13/2021 State Board Meeting.
259-1-038-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 48,000	\$ 48,000	\$ -	\$ -	\$ -	56013-210004	Approved at 7/13/2021 State Board Meeting. Per applicant, 8 nurses & 16 CST staff for Extended Learning Opportunity.

259-1-039-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive	\$ 4,060	\$ 4,060	\$ -	\$ -	\$ -	56013-220001	Approved at 7/13/2021 State Board Meeting.
259-1-040-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 650	\$ 650	\$ -	\$ -	\$ -	56013-220001	Approved at 7/13/2021 State Board Meeting.
259-1-041-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 53,000	\$ 53,000	\$ -	\$ -	\$ -	56013-220001	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Coordinators for Summer Safari.
259-1-042-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,070	\$ 2,070	\$ -	\$ -	\$ -	56013-220002	Approved at 7/13/2021 State Board Meeting.

259-1-043-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 340	\$ 340	\$ -	\$ -	\$ -	56013-220002	Approved at 7/13/2021 State Board Meeting.
259-1-044-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 27,000	\$ 27,000	\$ -	\$ -	\$ -	56013-220002	Approved at 7/13/2021 State Board Meeting. Per applicant, 11 Coordinators for Summer Exploration.
259-1-045-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 230	\$ 230	\$ -	\$ -	\$ -	56013-220003	Approved at 7/13/2021 State Board Meeting.
259-1-046-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 50	\$ 50	\$ -	\$ -	\$ -	56013-220003	Approved at 7/13/2021 State Board Meeting.

259-1-047-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	56013-220003	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Supplemental for 8th Grade Math Bridge Academy.
259-1-048-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting. Per applicant, 64 stipends for Extended Learning Opportunity.
259-1-049-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 4,750	\$ 4,750	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting.
259-1-050-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 770	\$ 770	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting.

259-1-051-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 49,000	\$ 49,000	\$ -	\$ -	\$ -	56013-220004	Approved at 7/13/2021 State Board Meeting. Per applicant, 8 Supplementals for Extended Learning Opportunity.
259-1-052-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 390	\$ 390	\$ -	\$ -	\$ -	56013-220005	Approved at 7/13/2021 State Board Meeting.
259-1-053-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 70	\$ 70	\$ -	\$ -	\$ -	56013-220005	Approved at 7/13/2021 State Board Meeting.
259-1-054-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	56013-220005	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Coordinator for HS Learning Center.

259-1-055-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	56013-240001	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Clerical Support for Summer Safari.
259-1-056-20211012	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive	\$ 1,690	\$ 1,690	\$ -	\$ -	\$ -	56013-240001	Approved at 7/13/2021 State Board Meeting.
259-1-057-20211012	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 280	\$ 280	\$ -	\$ -	\$ -	56013-240001	Approved at 7/13/2021 State Board Meeting.
259-1-058-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 24,000	\$ 24,000	\$ -	\$ -	\$ -	56013-240002	Approved at 7/13/2021 State Board Meeting. Per applicant, 18 Clerical Support for Summer Exploration.

259-1-059-20211012	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,840	\$ 1,840	\$ -	\$ -	\$ -	56013-240002	Approved at 7/13/2021 State Board Meeting.
259-1-060-20211012	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 300	\$ 300	\$ -	\$ -	\$ -	56013-240002	Approved at 7/13/2021 State Board Meeting.
259-1-061-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	56013-240005	Approved at 7/13/2021 State Board Meeting. Per applicant, 1 Clerical Support for HS Learning Center.
259-1-062-20211012	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 160	\$ 160	\$ -	\$ -	\$ -	56013-240005	Approved at 7/13/2021 State Board Meeting.

259-1-063-20211012	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 40	\$ 40	\$ -	\$ -	\$ -	56013-240005	Approved at 7/13/2021 State Board Meeting.
259-1-064-20211012	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -	56013-270001	Approved at 7/13/2021 State Board Meeting.
259-1-065-20211012	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 133,365	\$ 133,365	\$ -	\$ -	\$ -	56013-270002	Approved at 7/13/2021 State Board Meeting
259-1-066-20211012	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 66,683	\$ 66,683	\$ -	\$ -	\$ -	56013-270004	Approved at 7/13/2021 State Board Meeting.

259-1-067-20211012	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 43,000	\$ 43,000	\$ -	\$ -	\$ -	56013-310001	Approved at 7/13/2021 State Board Meeting. Per applicant, 44 Cooks & Aides for Summer Safari.
259-1-068-20211012	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 3,290	\$ 3,290	\$ -	\$ -	\$ -	56013-310001	Approved at 7/13/2021 State Board Meeting
259-1-069-20211012	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 530	\$ 530	\$ -	\$ -	\$ -	56013-310001	Approved at 7/13/2021 State Board Meeting.
259-1-070-20211012	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	56013-310002	Approved at 7/13/2021 State Board Meeting. Per applicant, 22 Cooks & Aides for Summer Exploration.

259-1-071-20211012	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 1,690	\$ 1,690	\$ -	\$ -	\$ -	56013 - 310002	Approved at 7/13/2021 State Board Meeting
259-1-072-20211012	Eligible	Direct Allocation	Food Services Operations	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1, 2021 and focus on intervening in the core subjects of math, reading and writing. The district will also have counselors, social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.	\$ 280	\$ 280	\$ -	\$ -	\$ -	56013 - 310002	Approved at 7/13/2021 State Board Meeting
259-1-073-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 270,000	\$ -	\$ 90,000	\$ 90,000	\$ 90,000	56017 - 210000	Approved at 7/13/2021 State Board Meeting.

259-1-074-20211012	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 49,800	\$ -	\$ 16,600	\$ 16,600	\$ 16,600	56017-210000	Approved at 7/13/2021 State Board Meeting.
259-1-075-20211012	Eligible	Direct Allocation	Support Services (Students)	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	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 20,100	\$ -	\$ 6,700	\$ 6,700	\$ 6,700	56017-210000	Approved at 7/13/2021 State Board Meeting.

259-1-076-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service	Upon reviewing student data from the 2020-21 school year, WPS found that enrollment was down drastically, particularly at the elementary level. Wichita Public Schools had 2,621 fewer students than in the 2019-20 SY. It is known that some students went to other districts or are being home schooled, we still have approximately 100 unaccounted for. WPS saw a need to recover lost students, as well as work to educate families that WPS will have safe and secure in-school attendance this fall with a Virtual option. The district immediately put together a recovery team of 2 classified staff to begin recovering lost students, recruiting new, as well as assist with credit recovery of those who were not attending. These FTE are held accountable by keeping a daily contact log. Effectiveness will be measured by the number of students recovered that were not attending WPS in 20-21, students recruited back to WPS and credits on track to graduate. If successful, the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support efforts long-term.	\$ 19,200	\$ -	\$ 6,400	\$ 6,400	\$ 6,400	56017-210000	Approved at 7/13/2021 State Board Meeting.
259-1-077-20211012	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 422,280	\$ -	\$ 140,760	\$ 140,760	\$ 140,760	56036-210001	Approved at 7/13/2021 State Board Meeting.

259-1-078-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 225,095	\$ -	\$ 75,032	\$ 75,032	\$ 75,032	56036-210001	Approved at 7/13/2021 State Board Meeting
259-1-079-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 139,246	\$ -	\$ 46,415	\$ 46,415	\$ 46,415	56036-210001	Approved at 7/13/2021 State Board Meeting
259-1-080-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents, staff and students, almost every response included the need for more counselors, social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors, social workers and school psychologists during the ESSER period, starting with up to 15 counselors, 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports, surveys to stakeholders and SAEBRS data. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 2,942,412	\$ -	\$ 980,804	\$ 980,804	\$ 980,804	56036-210001	Approved at 7/13/2021 State Board Meeting.

259-1-081-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	10. Providing mental health services and supports	The district performed an initial needs assessment asking students and staff how COVID has impacted their mental health and ability to perform school/work. For staff, the overwhelming responses included the need to talk to mental health professionals more frequently for low/no cost. The district has a mechanism to address some mental health needs of staff through its Employee Assistance Program, but the number of low cost/free visits is insufficient to meet the high mental health needs of staff due to the stress of COVID both personally and professionally. Staff has also suffered seeing the physical, mental and financial health impacts of COVID on students and families. We plan to expand our EAP services, including increasing the number of staff self-referrals from 6 to 10 visits per year for three years. Additionally, we would add Computer Based Cognitive Therapy for those less inclined to want to talk in person about mental health. This service provides a customized and self-paced approach to therapy. The vendor will provide mobile platforms to allow employees to have tools and resources at their fingertips no matter where they are. This is a program that can be scaled back as staff regain their mental health post-COVID. The provider is willing to lock in pricing for up to five years, making this a very affordable improvement to our EAP and an efficient use of ESSER dollars. Staff mental health surveys will measure effectiveness of program over time. Program could be tweaked based on feedback after year one.	\$ 255,000	\$ -	\$ 85,000	\$ 85,000	\$ 85,000	56039-220001	Approved at 7/13/2021 State Board Meeting.
259-1-082-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$11,866,323.53 reduce cost to \$7,389,096.77: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 7,389,097	\$ -	\$7,389,097	\$ -	\$ -	56040-100001	Change Request- Was approved for \$11,866,323.53 in SFY 2022. Per applicant, Approximately 10,000+ students could be affected. Really, this buy up has the potential to serve all of our population at one point or another as those who are outside of special education may support learnings gaps. This includes a buy up for mainly students with disabilities, however it also includes general education & Title I paras as well. Number of current staff - 1,381. Of those FTE 184 are currently vacant. The hope is that the increase in hours and benefits will attract applicants

259-1-083-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$4,497,406 reduce cost to \$2,769,287: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 2,769,287	\$ -	\$2,769,287	\$ -	\$ -	56040-100001	Change Request-Was approved for \$4,497,405.60 in SFY 2022
259-1-084-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$907,773.75 reduce cost to \$565,265.90: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 565,266	\$ -	\$ 565,266	\$ -	\$ -	56040-100001	Change Request-Was approved for \$907,773.75 in SFY 2022

259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022
259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022

259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022
259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022

259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022
259-1-090-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 600,000	\$ -	\$ 200,000	\$ 200,000	\$ 200,000	56041-220004	Approved at 7/13/2021 State Board Meeting.

259-1-091-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 45,900	\$ -	\$ 15,300	\$ 15,300	\$ 15,300	56041 - 220004	Approved at 7/13/2021 State Board Meeting.
259-1-092-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 12,600	\$ -	\$ 4,200	\$ 4,200	\$ 4,200	56041 - 220004	Approved at 7/13/2021 State Board Meeting.

259-1-093-20211012	Eligible	Direct Allocation	Support Services - Instruction	Books and Periodicals	12. Addressing learning loss among students, including vulnerable populations	Given interrupted learning and loss due to COVID, we are proposing the acceleration of the training of teachers in LETRS, so we may address learning loss, gaps, and deficits in reading, more quickly, accelerate learning, and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time, as well as four all-day trainings to be conducted during District Inservice Days. In addition, these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances, we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income. This, along with other risk factors, makes the professional knowledge of how to teach language and literacy to our students a critical need. With COVID our students, who are already at-risk, experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading, which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students, to make the best educational and instructional decisions, to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.	\$ 2,400,000	\$ -	\$ 800,000	\$ 800,000	\$ 800,000	56041 - 220004	Approved at 7/13/2021 State Board Meeting.
259-1-094-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 149,040	\$ -	\$ 49,680	\$ 49,680	\$ 49,680	56043 - 100001	Approved at 7/13/2021 State Board Meeting.

259-1-095-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 77,694	\$ -	\$ 25,898	\$ 25,898	\$ 25,898	56043-100001	Approved at 7/13/2021 State Board Meeting.
259-1-096-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 48,104	\$ -	\$ 16,035	\$ 16,035	\$ 16,035	56043-100001	Approved at 7/13/2021 State Board Meeting.

259-1-097-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior, mental health, and the impact of these declines on the ability to perform academic work (which directly impacts graduation). In reviewing feedback from parents, admin, staff, and students, almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID. Students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills and academics over the past year. Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs' part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period, for FY22. These positions would add support to 6 buildings, depending upon how many we can secure. For positions at high schools, new staff would be focused on student success in the areas of academics, behavior, graduation, and credit recovery, and not functions like school schedules and solely behavior. New FTE would be held accountable by creating collecting a daily contact log. Effectiveness would be measured by school behavior data, social-emotional screening (SAEBRS) data, students recovered from not attending WPS in 20-21, and credits on track to graduation. If effective, the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.	\$ 1,015,602	\$ -	\$ 338,534	\$ 338,534	\$ 338,534	56043-100001	Approved at 7/13/2021 State Board Meeting
259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022

259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022
259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040-100001	Change Request-Was approved for \$423,377.73 in SFY 2022

259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040 - 100001	Change Request-Was approved for \$423,377.73 in SFY 2022
259-1-085-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request- Originally approved for \$432,377.73 increase cost to \$965,204.70: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this, many shared the need for more support within the building to allow for smaller groups and more individualized instruction. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students. Staff also noted students having diminished focus and social skills over the past year. The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed. The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports, surveys to stakeholders, and academic and social emotional screening data. If positive progress is made, the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.	\$ 965,205	\$ -	\$ 965,205	\$ -	\$ -	56040 - 100001	Change Request-Was approved for \$423,377.73 in SFY 2022
259-1-103-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 60,787	\$ -	\$ 20,262	\$ 20,262	\$ 20,262	56041 - 220003	Approved at 7/13/2021 State Board Meeting.

259-1-104-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 37,417	\$ -	\$ 12,472	\$ 12,472	\$ 12,472	56041 - 220003	Approved at 7/13/2021 State Board Meeting
259-1-105-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally, we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year, 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers, plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns, taught MSR their first year, etc.). Effectiveness will be measured by new teacher survey and retention data.	\$ 794,604	\$ -	\$ 264,868	\$ 264,868	\$ 264,868	56041 - 220003	Approved at 7/13/2021 State Board Meeting.
259-1-106-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	New line item: ESSER funds are being requested to continue the use of Zoono Z-71 surface sanitizer on school buses into the 2021-22 school year. First Student charges USD 259 a daily fee for the product and application of the product. Zoono Z71's technology has also been adopted by USD 259's custodial department. It coats surfaces for 30 days and uses pin-like technology to "pop" and kill viruses. Zoono-Z71 is 99.99% effective in killing the Coronavirus. If USD 259 discontinues the application of Zoono-771, surfaces in the bus will not be regularly sanitized. The applicant of Zoono-Z71 will help stop the spread of the Coronavirus for school bus passengers.	\$ 270,000	\$ -	\$ 90,000	\$ 90,000	\$ 90,000	56044-260001	New Line Item

259-1-107-20211012	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	11B. Planning and implementing supplemental after-school programs	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (prek to 12th grade) to address interrupted academic instruction. One tutoring support we would like to put into place is an on-demand option called Revolution Prep. Revolution Prep is online, on-demand tutoring to help student improve skills and mastery. This online tutoring platform will be available to all secondary students (6th – 12th grade – approximately 26,000 students). It covers over 60 academic subjects. This online platform can also be used when students are in quarantine. Students can access Revolution Prep for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students' grades, benchmark screeners and high school students on-track to graduate. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 500,000	\$ -	\$ 500,000	\$ -	\$ -	561-12-100001	New Line Item
259-1-108-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plants	Supplies & Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	New line item: ESSER funds are being requested to purchase Hand Sanitizer for our buildings to prevent the spread of COVID. They will be purchased and distributed in bulk and then requested as need arises at our 94 facilities.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	560-45-260001	New Line Item
259-1-109-20211012	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	New line item: The district performed an initial needs assessment asking stakeholders how COVID-19 has impacted student mental health, behavior, and the ability to perform academically. In reviewing feedback from parents, staff, and students, almost every response included the need for ways to support relationships, mental health, and academics due to isolation from peers and adults. More than were anticipated, students reported deeper feelings of isolation, loneliness, depression, and anxiety. Parents and staff noted the same issues with their students and staff self-reported similar feelings about themselves. Staff also noted students having diminished focus and social skills over the past year. The district currently has schools where a counselor, social worker and/or psychologist may only be at a building once a week and/or only seeing SPED students, leaving very few staff to intervene and assist with these needs. The district would like to improve student climate through Restorative Practices. The district will begin by training staff at 14 elementary schools, 15 middle schools and 3 K-8 schools. This training will teach school administrators, educators, and support staff how to explicitly build positive school climate and culture using Restorative Practices, the science of relationships and community, by adding more staff to support and intervene. This will take place over a two year period. Restorative Practices will supply Mental and Behavior support initiatives to train our adults to better support and teach our students within USD 259 to increase positive relationship building, increase the number of ways our students can self-regulate and regulate their interactions with faculty and peers. Restorative Practices empowers a diversity of voices and reduces discipline disparities based on race and gender. This is a trauma informed training that will help our faculty, staff, and administration to be more prepared and proactive in preventing behaviors and to be more informed on ways to collaborate with students when frustration rises. We will use student discipline data from 2018-19, 2019-20, and 2020-21 to compare it to the data in the coming school year. We will also leverage the use of Restorative Practices dispositions to track how often schools are using Restorative Practices vs days of suspensions. This will be tracked quarterly. SAEBRS (SEL) data will also be monitored for improvements from fall to spring. The addition of Restorative Practices will affect approximately 6,065 elementary and 10,500 middle school students. If we are getting positive results, we will roll out to high schools and additional elementary schools over the next three years.	\$ 3,250,000	\$ -	\$ 3,250,000	\$ -	\$ -	560-43-210001	New Line Item

259-1-110-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New line item: Recruitment & Recovery office supplies, printers, toners, and testing supplies if needed.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	56017-210000	New Line Item. Per applicant, Amount for anticipated supplies. The office of recruitment & recovery distributes flyers and sends mail to students' families to get in contact with disengaged students as well as students who have left the district. These efforts are done by getting in communication with students and their families, so by providing the office of recruitment and recovery with supplies such as printers to have access to be able to print flyers and letters, as well as supplies is crucial to engage and connect with students.
259-1-111-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	New line item: Office supplies for Behavior Health School Liaisons printers, toners, and testing supplies if needed.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	56039-210003	New Line Item. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for the BHSL. The 8 Behavior Health School Liaisons need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information). BHSL added to support the increased number of students with mental health and social and emotional needs. These staff work with families of qualifying students by connecting them with necessary communities supports.

259-1-116-20211012	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	56110-220001	New Line Item
259-1-117-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 9,288	\$ -	\$ 9,288	\$ -	\$ -	56110-220001	New Line Item. Per applicant, This is salary request to pay the 24 teachers' stipends who will be attending the 8 to Great training outside of their contract day.

259-1-118-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 711	\$ -	\$ 711	\$ -	\$ -	561 10- 220 001	New Line Item
259-1-119-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 79	\$ -	\$ 79	\$ -	\$ -	561 10- 220 001	New Line Item

259-1-120-20211012	Eligible	Direct Allocation	Support Services - Instruction	Books and Periodicals	3. Providing principals and other school leaders with resources to address individual school needs	New line item: Due to Covid-19, there has been a huge rise in mental health issues, especially among our youth. Feelings of isolation, discouragement, and hopelessness have caused a dramatic increase in depression, anxiety, and thoughts of suicide. Our district survey results support this and staff, students and parents have requested mental health supports. Prior to Covid-19, as part of the curriculum, schools taught social emotional learning to help youth acquire and apply the knowledge, skills, and attitudes necessary to understand and manage their feelings, practice empathy, develop and maintain positive relationships, make healthy and responsible decisions, and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed, the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid, which is the foundation, and each of the 8 Highways (Get the Picture, Risk, Full Responsibility, Feel All Your Feelings, Honest Communication, Forgiveness of the Past, Gratitude for the Present, and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter, during a semester, or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness, self-management, positive relationships, and responsible decision making. The district will track data on this mental health initiative through discipline referral counts, behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.	\$ 200	\$ -	\$ 200	\$ -	\$ -	561 10- 220 001	New Line Item
259-1-121-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5, Lexia PowerUp, Reading Plus, Read180, DreamBox, and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage, the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.	\$ 500,000	\$ -	\$ 500,000	\$ -	\$ -	561 08- 100 001	New Line Item. Per applicant, the intervention services will be Tiers II and III to address learning loss related to Covid.

259-1-122-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5, Lexia PowerUp, Reading Plus, Read180, DreamBox, and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage, the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.	\$ 500,000	\$ -	\$ 500,000	\$ -	\$ -	56109-100001	New Line Item. Per applicant, the intervention services will be Tiers II and III to address learning loss related to Covid.
259-1-123-20211012	Eligible	Direct Allocation	Central Services	Intereducational, Intergeneracy Purchased Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	New line item: The health and safety of our students, staff and entering community members is a priority. ESSER funds will be used for printing costs associated with COVID precautions for all district sites. Items and documents including but not limited to: vaccine documents, SCHD guidelines, CDC guidelines, KSDE guidelines, and social distancing signs. These documents and items are provided to all Wichita Public School sites and help communicate current guidelines in place as well as educating staff, students and community members of current protocols in place.	\$ 96,000	\$ -	\$ 32,000	\$ 32,000	\$ 32,000	56038-250000	New Line Item
259-1-124-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	New line item: To increase family engagement and offer a digital platform for all of our elementary students, ESSER funds will be used to expand SeeSaw use to grades 3-5 (currently used with K-2 only). SeeSaw empowers students to independently document their learning and supplies an audience for their work—their peers, parents, or the world. Seesaw gives parents an immediate and personalized window into their child's school day. Additionally, SeeSaw allows the district to supply formative assessments on a platform in a creative and collaborative way regardless of the learner's location. As we have shifted to a blended learning model with digital equity and access, there is a need to provide the software resources to understand how we can change content delivery and create efficiencies of time for teachers and students. Utilizing our Mobile Device management interfaces, we will be able to measure the install and use of the applications on different devices, grade levels and content areas. FY 22 will be used to determine if this expansion should continue and pare down which student engagement applications are effective and sustainable after the ESSERS funding sunsets.	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	56113-100000	New Line Item. Per applicant, This is how assignments are turned in for PreK-5. Because the assignment hand in/out process in Teams is more complex, Seesaw provides a simplistic interface for students that have a low digital literacy level. This is particularly crucial during the pandemic as this is how student assignments are completed 100% of the time when they are

259-1-125-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	New line item: CST office supplies, printers, toners, and testing supplies if needed.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	560-36-210001	New Line Item. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for the additional CST. The additional CST need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information).
259-1-126-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service	New line item: The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 1,590,435	\$ -	\$ 530,145	\$ 530,145	\$ 530,145	562-02-210001	New Line Item
259-1-127-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service	New line item: The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 7,000	\$ -	\$ 5,000	\$ 1,000	\$ 1,000	562-02-210001	New Line Item. Per applicant, Amount for anticipated supplies. When we submitted our first application, we only included the salaries and benefits for Senior Liaisons. The Senior Liaisons need supplies to work collaboratively with buildings and students. This includes basic office supplies, personal printers (need for printing confidential information).

259-1-128-20211012	Eligible	Direct Allocation	Support Services (Students)	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	New line item: The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 136,671	\$ -	\$ 45,557	\$ 45,557	\$ 45,557	562	New Line Item
259-1-129-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service	New line item: The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem, last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as, work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year, the district is expanding to a total of 17 Senior Liaisons. To do this work, the district is utilizing retired administrators, teachers, counselors, etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend, make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.	\$ 13,521	\$ -	\$ 4,507	\$ 4,507	\$ 4,507	562	New Line Item
259-1-130-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New line item: 1 to 1 Device (Surface Pro) Roll Out Professional Learning for Middle School Teachers. One time stipend provided to staff to come outside of contract day or during the time they must work in classrooms during report week. This 1 hour will be spent educating our teachers on how to utilize their computer efficiently and effectively and help support students who are at different learning levels and to be able to better scaffold supports for each of them. Teachers will be able to utilize their computer to enhance teacher instruction and student outcomes.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	562	New Line Item. Per applicant, Yes, staff are aware and agree to the training. The need for 1 to 1 technology.

259-1-131-20211012	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	11B. Planning and implementing supplemental after-school programs	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 1,862,960	\$ -	\$1,862,960	\$ -	\$ -	561 12- 100 002	New Line Item
259-1-132-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 8,626	\$ -	\$ 8,626	\$ -	\$ -	561 12- 100 002	New Line Item
259-1-133-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.	\$ 959	\$ -	\$ 959	\$ -	\$ -	561 12- 100 002	New Line Item

259-1-134-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed. Supplementals (72) Level A Intervention Tutors.	\$ 112,752	\$ -	\$ 112,752	\$ -	\$ -	561 12- 100 002	New Line Item
259-1-135-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	New line item: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin, staff and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to, a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual, 1:1 or small group tutoring at a time set up by district staff, to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK – 5th grade – approximately 23,300 students). Varsity Tutors cover over 3,000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students’ standards grades. If data yields positive results and usage, the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed. Headphone/supplies for Varsity Tutors	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	561 12- 100 002	New Line Item
259-1-136-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New line item: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 2,585,256	\$ -	\$ 861,752	\$ 861,752	\$ 861,752	561 25- 220 001	New Line Item

259-1-137-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New line item: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 197,772	\$ -	\$ 65,924	\$ 65,924	\$ 65,924	561	New Line Item
259-1-138-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New line item: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools. In reviewing feedback from administrators, parents, and staff, almost every response included the need to address learning loss and close instructional gaps due to COVID. To do this, many shared the importance of being able to obtain substitute teachers (guest staff). Due to the pandemic, our substitute teacher pool and absence fill rate has decreased, and the active guest staff pool has decreased by nearly 50%. This must be addressed to allow proper learning to continue when teachers need to be at home when sick or attend professional development in order to better meet the needs of our students (socially, emotionally and academically). Administrators and staff noted that the lack of guest staff did not allow for intensive instruction, proper social distancing, or small group instruction to address specific student learning needs to happen. The district saw a shortage in applicants for para-professional positions as well, leaving many unfilled vacancies and buildings without the personnel to adequately support students. The district would like to increase the substitute teacher and para-professional pay rates during the ESSER period for FY22. Being able to fill these positions will allow for the continuity of services and needed student support each week as well as making existing substitute teacher vacancies more appealing. Effectiveness will be measured by number of substitutes in the sub pool for both teachers and paraprofessionals, as well as adequate guest staff fill rates. If positive progress is made, the district would maintain increase in pay through year 2 through and a future ESSER application. Our district recognizes the need for more competitive pay for substitute teachers and will work on a plan to maintain the pay rate.	\$ 21,975	\$ -	\$ 7,325	\$ 7,325	\$ 7,325	561	New Line Item
259-1-139-20211012	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra 1 proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	560	New Line Item

259-1-140-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 34,000	\$ -	\$ 34,000	\$ -	\$ -	560	New Line Item
259-1-141-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 2,601	\$ -	\$ 2,601	\$ -	\$ -	560	New Line Item
259-1-142-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students.	\$ 289	\$ -	\$ 289	\$ -	\$ -	560	New Line Item
259-1-143-20211012	Eligible	Direct Allocation	Support Services - Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New line item: Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies, we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn, we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3,700 students. Supplies for Math Academy.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	560	New Line Item

Kansas CommonApp (2020)

2085-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JbLpPBnx

303 Ness City ESSER II Change 0907

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 303 Ness City Schools
Applicant / Mailing Address	
414 E Chestnut Ness City, KS 67560	
Applicant / First and Last Name of Owner, CEO, or Executive Director	Derek Reinhardt
Applicant / Email Address of Owner, CEO, or Executive Director	derek.reinhardt@usd303.org
Applicant / Phone Number	785-798-2210

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable)	48-0699198
Applicant / Website Address (if applicable)	nesscityschools.org

Application details

Full District Name		Ness City Schools
District Number		303
Mailing Address Street Address		414 E Chestnut
Mailing City		Ness City
Mailing Address Zip Code		67560
Authorized Representative of the District Name		Derek Reinhardt
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		derek.reinhardt@usd303.org
Authorized Representative of the District Phone Number		+17857982210
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		susie.schlegel@usd303.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The emotional impact caused by stress has had the biggest impact on both students and sta. While we have been able to operate fully in person (with the exception of 6 days before Thanksgiving), it has been far from a normal year. We are not able to do many of the normal things we do to build relationships as we try to keep our protocols in place. We have had 4 incidents of student self-harm occur in our building during the school year, this is something we have never encountered before, and does not come close to the total number of students that have contemplated or completed acts of self harm outside of the school day. Our staff is also very stressed and overwhelmed. They are constantly over planning and working additional hours just in case we have to shut down. Additionally, it is a daily fight to get students and community members to follow our safety protocols which has caused more stress and animosity.

The increased operational costs have been another factor for us. We have spent money on masks, shields, and additional cleaning supplies that are above and beyond a typical year. We have also hired additional custodial staff to help ensure our buildings are properly sanitized throughout the day.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?		No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educaitonal agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitonal agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

1. Increased summer school - We intend to increase attendance in summer school programs, but recent parent surveys show only 24 total parents in our District would take advantage of these opportunities. We plan to use additional

ESSER

funds to create learning opportunities throughout the summer that are more enticing to students.

2. Social Emotional Support Training -We intend to offer additional and continued training for all staff so they are better equipped to help themselves and their students with social emotional needs. We also intend to offer training directly to students so they are better prepared to understand and nd ways to cope with their social and emotional needs.
3. Instructional Coaching - We intend to use funds to provide instructional coaching for all of our classroom teachers through our area service centers. This will provide teaching staff with more support to improve overall instruction and instruction during the pandemic.
4. Creation of additional learning space - We intend to create an additional classroom in our library and an out door learning space that will help with social distancing.
5. Purchasing of additional bus - We intend to purchase an additional bus that will help with social distancing for our daily routes and activity trips.
6. Purchasing of additional technology - We intend to purchase additional staff laptops to ensure all staff have technology that allows them to create strong lessons for the students they work with, and provide instruction for students that are learning remotely.
7. HVAC upgrades - We intend to upgrade HVAC at our elementary building to improve air ow and learning conditions.
8. Provide Professional Development to improve instructional Pedigogy

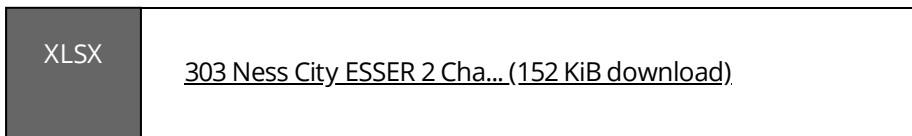
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We hope to see an increase in positive coping skills throughout out our student body, and a decrease in dangerous/harmful choices. We will measure this through the use of the KCTC survey and overall number of office referrals in each building. We also hope to see an increase in academic achievement as measured through the State Assessment and ACT testing.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Derek Reinhardt

Date | 09/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
303	Ness City	9/13/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
303-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We intend to increase attendance in summer school programs, but recent parent surveys show only 24 total parents in our District would take advantage of these opportunities. We plan to use additional ESSER funds to create learning opportunities throughout the summer that are more enticing to students. This will help to address student academic gaps and learning loss. Change Request	\$ 8,718	\$ 8,718	\$ -	\$ -	\$ -	74100	Change Request-Was approved for \$6,000 in SFY 2021, \$6,000 in SFY 2022, \$6,000 in SFY 2023, and \$6,000 in SFY 2024
303-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	We intend to increase attendance in summer school programs, but recent parent surveys show only 24 total parents in our District would take advantage of these opportunities. We plan to use additional ESSER funds to create learning opportunities throughout the summer that are more enticing to students. This will help to address student academic gaps and learning loss. Change Request	\$ 8,718	\$ 8,718	\$ -	\$ -	\$ -	74100	Change Request-Was approved for \$6,000 in SFY 2021, \$6,000 in SFY 2022, \$6,000 in SFY 2023, and \$6,000 in SFY 2024
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303-1-009-20211012	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	We intend to offer additional and continued training for all staff so they are better equipped to help struggling students with learning loss due to covid, with strong, research based instructional pedagogy. New Item Request.	\$ 11,888	\$ 11,888	\$ -	\$ -	\$ -	74160	New Line Item

Kansas CommonApp (2020)

2147-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GjgmoYxw

305_Salina_ESSER II Plan_0514 (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 305 Salina

Applicant / Mailing Address

PO Box 797
Salina, KS 67402-0797

Applicant / First and Last Name of Owner, CEO, or Executive Director | Lisa Peter

Applicant / Email Address of Owner, CEO, or Executive Director | lisa.peters@usd305.com

Applicant / Phone Number | 785-309-4764

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Salina Unied School District 305

District Number | 305

Mailing Address Street Address	1511 Gypsum Avenue
Mailing City	Salina
Mailing Address Zip Code	67401
Authorized Representative of the District Name	Lisa Peters
Authorized Representative of the District Position or Title	Executive Director of Business
Authorized Representative of the District Email Address	lisa.peters@usd305.com
Authorized Representative of the District Phone Number	+17853094764
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	linn.exline@usd305.com
Other District Representative 2 Email Address	shanna.rector@usd305.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

School closure in the spring of 2020 negatively impacted student learning and social emotional growth, especially at the early grades. Kindergarten students missed the quarter of school when most students begin application of early literacy skills. The impact on reading and math development has become increasingly evident. More students are requiring supplemental instruction. District wide data indicates increased students not on grade level (reading 4% increase/math 5% increase.) Grade 6-12 students were in a hybrid model for the first three quarters. The hybrid model was changed at the end of first quarter because of course failures (nearly doubled) and social emotional concerns. For quarter 2, we moved from a 2-day a week model to an AM/PM model. Secondary students experienced three schedule adjustments as we adjusted to address learning needs. Those schedule changes caused added stress and required students/staff to readjust. Course failures have resulted in the need for more credit and unit recovery.

We provided a remote option for families who were reluctant to reenter the comprehensive schools in the fall of 2020 due to health concerns. Some students excelled in that environment, but for many, the need for the consistency and structure of inbuilding instruction become quickly evident. To support struggling students, we deployed social worker and counselor resources to engage in conversations to transition students back into the comprehensive school.

We are encountering increased social-emotional needs. Social workers, family support specialists and counselors found the need to adjust daily practice to address these needs.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

ESSER funds will continue to support salaries for remote teachers for nearly 700 students who chose remote instruction due to the pandemic. Instructional assistants were hired to supervise our classrooms when quarantine resulted in staff absences. This allows the regular classroom teacher to instruct remotely from home, providing continuity for our students. All funds will be expended by June 30, 2021.

Our grab and go food service required disposable containers and name badges to track who received the meals. The funds allowed us to ensure that every student had access to breakfast and lunch from March 2020 through the 2020-2021 school year

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 all levels. Elementary summer school has been expanded to allow any student who wishes to participate to do so. Elementary summer learning will be in two 3-week sessions with one targeting reading development and the other targeting math development. Both sessions will have social-emotional and elective learning as well. The change request seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen more and more staff choose to leave the profession. Staff are our most valuable resource. Retaining staff is critical to providing services to students. A \$1,500 retention incentive will be paid to all staff eligible as determined by date of hire and date still employed. The payment timing details are included in the template descriptions.

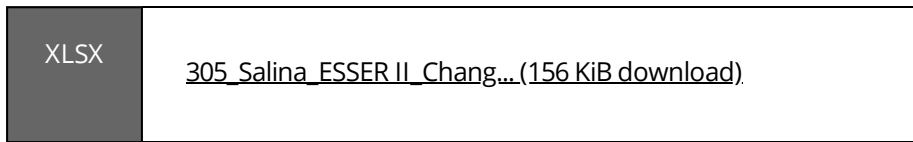
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Each building identified pandemic-related needs and programming to address those needs as part of our application process. Buildings provided how they would identify students for support for each intervention and how they would evaluate success of the intervention. We plan to use a combination of academic and social emotional pre/post measures to determine impact of the programming supported by ESSER funds. We will use pre post phonemic awareness and phonics assessments for early literacy evaluation, the Benchmark Assessment System (BAS) for reading comprehension. In math, we will use the iReady math diagnostic assessments. Credits failed and recovered will be used to measure effectiveness of programming at the secondary level. SRSS screener data, course failures, requests for counselor support, self-harm assessments, and attendance will be used to measure SEL support impact.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:
34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]
34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under “Education Stabilization Fund”, shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and

requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Lisa Peters

Date | 09/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Na	Data as of
305	Salina	08/03/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
305-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 350,000	\$ -	\$ 175,000	\$ 175,000	\$ -	1-31-1000-110000-41A-64900	Approved at June 9th State Board
305-1-002-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 26,776	\$ -	\$ 13,388	\$ 13,388	\$ -	1-31-1000-220000-41A-64911	Approved at June 9th State Board
305-1-003-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 350	\$ -	\$ 175	\$ 175	\$ -	1-31-1000-260000-41A-64912	Approved at June 9th State Board

305-1-004-20211012	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Worker's Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 45 instructional staff will serve approximately 400 students.	\$ 1,400	\$ -	\$ 700	\$ 700	\$ -	1-31-1000-270-0000-41A-64913	Approved at June 9th State Board
305-1-005-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 24,360	\$ -	\$ 12,180	\$ 12,180	\$ -	1-31-2100-110	Approved at June 9th State Board
305-1-006-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 1,864	\$ -	\$ 932	\$ 932	\$ -	1-31-2100-220-0000-41A-64931	Approved at June 9th State Board
305-1-007-20211012	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 24	\$ -	\$ 12	\$ 12	\$ -	1-31-2100-260-0000-41A-64932	Approved at June 9th State Board

305-1-008-20211012	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 counselor & 1 nurse will serve approximately 400 students.	\$ 98	\$ -	\$ 49	\$ 49	\$ -	1-31-2100-270-0000-41A-64933	Approved at June 9th State Board
305-1-009-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students(8:00AM-1:00PM). Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 12,000	\$ 3,000	\$ 6,000	\$ 3,000	\$ -	1-31-2400-110-0000-41A-64940	Approved at June 9th State Board
305-1-010-20211012	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 918	\$ 230	\$ 459	\$ 229	\$ -	1-31-2400-220-0000-41A-64951	Approved at June 9th State Board
305-1-011-20211012	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 12	\$ 3	\$ 6	\$ 3	\$ -	1-31-2400-260-0000-41A-64952	Approved at June 9th State Board
305-1-012-20211012	Eligible	Direct Allocation	Support Services - School Administration	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Workers Comp Costs: To address student learning loss due to pandemic, USD 305 is launching two 3-week summer school sessions for elementary students. Sessions will target gaps in reading and math and will include a social emotional component. 1 director will serve approximately 400 students.	\$ 48	\$ 12	\$ 24	\$ 12	\$ -	1-31-2400-270-0000-41A-64953	Approved at June 9th State Board

305-1-013-20211012	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Change Request: Purchase of iReady software which will be used to assess students and identify gaps in learning due to the pandemic. This purchase includes software for elementary reading and math as well as middle school math.	\$ 334,026	\$ 160,795	\$ 173,231	\$ -	\$ -	1-31-1000-653-0000-412-64020	Change Request. Amount change.
305-1-014-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: USD 305 plans to add certified instructional staff to lower class sizes and provide additional help for students who have experienced learning loss. These include classroom teachers, classroom interventionists and virtual interventionists. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 24.5 staff located in all 12 school buildings.	\$ 1,227,842	\$ -	\$ 1,227,842	\$ -	\$ -	1-31-1000-110	Change Request. Amount change, removed SFY 2023 requested amount.
305-1-015-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request: USD 305 plans to add classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities. 16 staff	\$ 310,681	\$ -	\$ 310,681	\$ -	\$ -	1-31-1000-120	Change Request. Amount change, removed SFY 2023 requested amount.
305-1-016-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Change Request: Employer Paid Health Benefit Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 181,600	\$ -	\$ 181,600	\$ -	\$ -	1-31-1000-210	Change Request. Amount change, employer benefits related to above changes.
305-1-017-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Change Request:FICA Costs: USD 305 plans to add certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.	\$ 117,699	\$ -	\$ 117,699	\$ -	\$ -	1-31-1000-220	Change Request. Amount change, employer benefits related to above changes.

305-1-018-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request: 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.	\$ 1,537	\$ -	\$ 1,537	\$ -	\$ -	1-31-1000-260	Change Request. Amount change, employer benefits related to above changes.
305-1-019-20211012	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Change Request: 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.	\$ 6,141	\$ -	\$ 6,141	\$ -	\$ -	1-31-1000-270	Change Request. Amount change, employer benefits related to above changes.
305-1-020-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request: 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.	\$ 24,500	\$ -	\$ 24,500	\$ -	\$ -	1-31-1000-290	Change Request. Amount change, employer benefits related to above changes.
305-1-021-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 37 staff will serve approximately 549 students in this program at multiple locations.	\$ 113,981	\$ -	\$ 113,981	\$ -	\$ -	1-31-1000-110	Change Request. Amount change, removed SFY 2023 requested amount.
305-1-022-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 11 staff will serve students in this program at multiple locations.	\$ 12,456	\$ -	\$ 12,456	\$ -	\$ -	1-31-1000-120	Change Request. Amount change, removed SFY 2023 requested amount.

305-1-023-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Change Request: FICA Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 9,824	\$ -	\$ 9,824	\$ -	\$ -	1-31-1000-220	Change Request. Amount change, employer benefits related to above changes.
305-1-024-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Change Request: Unemployment Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 128	\$ -	\$ 128	\$ -	\$ -	1-31-1000-260	Change Request. Amount change, employer benefits related to above changes.
305-1-025-20211012	Eligible	Direct Allocation	Instruction	Worker's Compensation	11B. Planning and implementing supplemental after-school programs	Change Request: Workers Comp Costs: USD 305 plans to offer before/after school intervention programs for students who have learning loss due to the pandemic. 48 total staff(cert & classified) will serve approximately 549 students in this program at multiple locations.	\$ 514	\$ -	\$ 514	\$ -	\$ -	1-31-1000-270	Change Request. Amount change, employer benefits related to above changes.
305-1-026-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Change Request: USD 305 plans to hire additional social workers to support mental health needs of students and families due to the pandemic. 8 FTE	\$ 400,928	\$ -	\$ 400,928	\$ -	\$ -	1-31-2100-110	Change Request. Amount change, removed SFY 2023 requested amount.
305-1-027-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	10. Providing mental health services and supports	Change Request: USD 305 plans to hire additional family support workers to support mental health needs of students and families due to the pandemic. 2.5 FTE	\$ 83,218	\$ -	\$ 83,218	\$ -	\$ -	1-31-2100-120	Change Request. Amount change, removed SFY 2023 requested amount.
305-1-028-20211012	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	Change Request: Employer Paid Health Benefit Cost: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 48,400	\$ -	\$ 48,400	\$ -	\$ -	1-31-2100-210	Change Request. Amount change, employer benefits related to above changes.

305-1-029-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	Change Request: FICA Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 37,036	\$ -	\$ 37,036	\$ -	\$ -	1-31-2100-220	Change Request. Amount change, employer benefits related to above changes.
305-1-030-20211012	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	10. Providing mental health services and supports	Change Request: Unemployment Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 483	\$ -	\$ 483	\$ -	\$ -	1-31-2100-260	Change Request. Amount change, employer benefits related to above changes.
305-1-031-20211012	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	10. Providing mental health services and supports	Change Request: Workers Comp Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 10.5 FTE	\$ 1,935	\$ -	\$ 1,935	\$ -	\$ -	1-31-2100-270	Change Request. Amount change, employer benefits related to above changes.
305-1-032-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Change Request: Employer Paid Retirement Benefit Costs: USD 305 plans to hire additional social workers and family support workers to support mental health needs of students and families due to the pandemic. 8 FTE	\$ 8,000	\$ -	\$ 8,000	\$ -	\$ -	1-31-2100-290	Change Request. Amount change, employer benefits related to above changes.
305-1-033-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 8,103	\$ -	\$ 8,103	\$ -	\$ -	1-31-2200-120	Change Request. Amount change, removed SFY 2023 requested amount.

305-1-034-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: FICA Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 619	\$ -	\$ 619	\$ -	\$ -	1-31-2200-220	Change Request. Amount change, employer benefits related to above changes.
305-1-035-20211012	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Unemployment Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 9	\$ -	\$ 9	\$ -	\$ -	1-31-2200-260	Change Request. Amount change, employer benefits related to above changes.
305-1-036-20211012	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Workers Comp Costs: USD 305 plans to hold professional development for classified staff(paraeducators and instructional assistants) before the start of the school year and during the school year. This training will focus on best practices for interventions for students who have suffered both academic and social emotional loss due to the pandemic. (51 staff at 3 elementary buildings)	\$ 32	\$ -	\$ 32	\$ -	\$ -	1-31-2200-270	Change Request. Amount change, employer benefits related to above changes.
305-1-037-20211012	Eligible	Direct Allocation	Vehicle Operation	Student Transportation Services by Outside Agency or Company	11B. Planning and implementing supplemental after-school programs	Change Request: USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students.	\$ 19,064	\$ -	\$ 19,064	\$ -	\$ -	1-31-2710-513	Change Request. Amount change, removed SFY 2023 requested amount.
305-1-038-20211012	Eligible	Direct Allocation	Vehicle Operation	Gasoline	11B. Planning and implementing supplemental after-school programs	Change Request: USD 305 plans to offer after school intervention programs for students who have learning loss due to the pandemic. This will provide the transportation for students.	\$ 7,194	\$ -	\$ 7,194	\$ -	\$ -	1-31-2710-626-0000-41B	Change Request. Amount change, removed SFY 2023 requested amount.

305-1-039-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request: Purchase personal protective equipment(PPE) such as face masks, instrument bell covers, gloves, etc. to limit spread of COVID19	\$ 22,000	\$ 22,000	\$ -	\$ -	\$ -	1-31-2100-610-0000-407	Change Request. Amount change, removed SFYs 2022 and 2023 requested amounts.
305-1-040-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 613 employees.	\$ 919,500	\$ -	\$ 919,500	\$ -	\$ -	2-31-1000-110-0000-416-64700	New Line Item. The change request seeks to implement a plan for retention incentive pay to retain employees under 2 CFR 200.430(f) federal guidance. COVID19 has impacted the district's ability to attract and retain staff. During the pandemic we have seen more and more staff choose to leave the profession. Staff are our most valuable resource. Retaining staff is critical to providing services to students. A \$1,500 retention incentive will be paid to all staff eligible as determined by date of hire and date still employed. The payment timing details are included in the template

305-1-041-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750) Estimates are based on 527.5 employees.	\$ 791,250	\$ -	\$ 791,250	\$ -	\$ -	2-31-1000-120-0000-416-64703	New Line Item. Incentive retention pay per above.
305-1-042-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 110 employees.	\$ 165,000	\$ -	\$ 165,000	\$ -	\$ -	2-31-2100-110-0000-416-64710	New Line Item. Incentive retention pay per above.
305-1-043-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Estimates are based on 27 employees.	\$ 40,500	\$ -	\$ 40,500	\$ -	\$ -	2-31-2100-120-0000-416-64713	New Line Item. Incentive retention pay per above.

305-1-044-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 31 employees.	\$ 46,500	\$ -	\$ 46,500	\$ -	\$ -	2-31-2200-110-0000-416-64720	New Line Item. Incentive retention pay per above.
305-1-045-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Estimates are based on 64.5 employees.	\$ 96,750	\$ -	\$ 96,750	\$ -	\$ -	2-31-2200-120-0000-416-64723	New Line Item. Incentive retention pay per above.
305-1-046-20211012	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 2 employees.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	2-31-2300-110-0000-416-64730	New Line Item. Incentive retention pay per above.

305-1-047-20211012	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 12 employees.	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	2-31-2300-120-0000-416-64733	New Line Item. Incentive retention pay per above.
305-1-048-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 23 employees.	\$ 34,500	\$ -	\$ 34,500	\$ -	\$ -	2-31-2400-110-0000-416-64740	New Line Item. Incentive retention pay per above.
305-1-049-20211012	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Estimates are based on 20 employees.	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	2-31-2400-120-0000-416-64743	New Line Item. Incentive retention pay per above.

305-1-050-20211012	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 35 employees.	\$ 52,500	\$ -	\$ 52,500	\$ -	\$ -	2-31-2500-120-0000-416-64753	New Line Item. Incentive retention pay per above.
305-1-051-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 91 employees.	\$ 136,500	\$ -	\$ 136,500	\$ -	\$ -	2-31-2600-120-0000-416-64763	New Line Item. Incentive retention pay per above.
305-1-052-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 1140.5	\$ 130,872	\$ -	\$ 130,872	\$ -	\$ -	2-31-1000-220-0000-416-64706	New Line Item. Employer benefits related to incentive retention pay.

305-1-053-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021.Estimates are based on 137 employees.	\$ 15,721	\$ -	\$ 15,721	\$ -	\$ -	2-31-2100-220-0000-416-64716	New Line Item. Employer benefits related to incentive retention pay.
305-1-054-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three	\$ 10,959	\$ -	\$ 10,959	\$ -	\$ -	2-31-2200-220-0000-416-64726	New Line Item. Employer benefits related to incentive retention pay.
305-1-055-20211012	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021.Estimates are based on 14 employees.	\$ 1,607	\$ -	\$ 1,607	\$ -	\$ -	2-31-2300-220-0000-416-64736	New Line Item. Employer benefits related to incentive retention pay.

305-1-056-20211012	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 43 employees.	\$ 4,934	\$ -	\$ 4,934	\$ -	\$ -	2-31-2400-220-0000-416-64746	New Line Item. Employer benefits related to incentive retention pay.
305-1-057-20211012	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 35 employees.	\$ 4,016	\$ -	\$ 4,016	\$ -	\$ -	2-31-2500-220-0000-416-64756	New Line Item. Employer benefits related to incentive retention pay.
305-1-058-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 99.5 employees.	\$ 10,442	\$ -	\$ 10,442	\$ -	\$ -	2-31-2600-220-0000-416-64766	New Line Item. Employer benefits related to incentive retention pay.

305-1-059-20211012	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 1140.5 employees.	\$ 1,711	\$ -	\$ 1,711	\$ -	\$ -	2-31-1000-260-0000-416-64707	New Line Item. Employer benefits related to incentive retention pay.
305-1-060-20211012	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 137 employees.	\$ 206	\$ -	\$ 206	\$ -	\$ -	2-31-2100-260-0000-416-64717	New Line Item. Employer benefits related to incentive retention pay.
305-1-061-20211012	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 95.5 employees.	\$ 143	\$ -	\$ 143	\$ -	\$ -	2-31-2200-260-0000-416-64727	New Line Item. Employer benefits related to incentive retention pay.

305-1-062-20211012	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 14 employees.	\$ 21	\$ -	\$ 21	\$ -	\$ -	2-31-2300-260-0000-416-64737	New Line Item. Employer benefits related to incentive retention pay.
305-1-063-20211012	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 43 employees.	\$ 65	\$ -	\$ 65	\$ -	\$ -	2-31-2400-260-0000-416-64747	New Line Item. Employer benefits related to incentive retention pay.
305-1-064-20211012	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 35 employees.	\$ 53	\$ -	\$ 53	\$ -	\$ -	2-31-2500-260-0000-416-64757	New Line Item. Employer benefits related to incentive retention pay.

305-1-065-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 99.5 employees.	\$ 137	\$ -	\$ 137	\$ -	\$ -	2-31-2600-260-0000-416-64767	New Line Item. Employer benefits related to incentive retention pay.
305-1-066-20211012	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 1140.5 employees.	\$ 5,645	\$ -	\$ 5,645	\$ -	\$ -	2-31-1000-270-0000-416-64708	New Line Item. Employer benefits related to incentive retention pay.
305-1-067-20211012	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 137 employees.	\$ 678	\$ -	\$ 678	\$ -	\$ -	2-31-2100-270-0000-416-64718	New Line Item. Employer benefits related to incentive retention pay.

305-1-068-20211012	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021.Estimates are based on 95.5 employees.	\$ 473	\$ -	\$ 473	\$ -	\$ -	2-31-2200-270-0000-416-64728	New Line Item. Employer benefits related to incentive retention pay.
305-1-069-20211012	Eligible	Direct Allocation	Support Services - General Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021.Estimates are based on 14 employees.	\$ 69	\$ -	\$ 69	\$ -	\$ -	2-31-2300-270-0000-416-64738	New Line Item. Employer benefits related to incentive retention pay.
305-1-070-20211012	Eligible	Direct Allocation	Support Services - School Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021.Estimates are based on 43 employees.	\$ 213	\$ -	\$ 213	\$ -	\$ -	2-31-2400-270-0000-416-64748	New Line Item. Employer benefits related to incentive retention pay.

305-1-071-20211012	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 35 employees.	\$ 173	\$ -	\$ 173	\$ -	\$ -	2-31-2500-270-0000-416-64758	New Line Item. Employer benefits related to incentive retention pay.
305-1-072-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Salina NEA has requested a one-time payment in November, 2021 for staff who employed as of 10/1/2021. Estimates are based on 99.5 employees.	\$ 450	\$ -	\$ 450	\$ -	\$ -	2-31-2600-270-0000-416-64768	New Line Item. Employer benefits related to incentive retention pay.
305-1-073-20211012	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 99.5 employees.	\$ 149,250	\$ -	\$ 149,250	\$ -	\$ -	2-31-3100-120-0000-416-64773	New Line Item. Incentive retention pay per above.

305-1-074-20211012	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: FICA Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 99.5 employees.	\$ 11,418	\$ -	\$ 11,418	\$ -	\$ -	2-31-3100-220-0000-416-64776	New Line Item. Employer benefits related to incentive retention pay.
305-1-075-20211012	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Unemployment Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 99.5 employees.	\$ 149	\$ -	\$ 149	\$ -	\$ -	2-31-3100-260-0000-416-64777	New Line Item. Employer benefits related to incentive retention pay.
305-1-076-20211012	Eligible	Direct Allocation	Food Services Operations	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM: Work Comp Costs on Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD305. For staff who work less than 50% of the day, 50% will be distributed; for staff who work 50% or more, the full \$1,500 will be distributed. Classified staff will receive the payments in three installments if still employed as of 10/1/21(\$250), 1/10/22(\$500) and 5/19/22(\$750). Admin staff will receive a one-time payment in November, 2021 for staff employed as of 10/1/2021. Estimates are based on 99.5 employees.	\$ 493	\$ -	\$ 493	\$ -	\$ -	2-31-3100-270-0000-416-64778	New Line Item. Employer benefits related to incentive retention pay.

Kansas CommonApp (2020)

2118-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)

386_Madison-Virgil_ESSER II Plan_0923



zxrvNoQB

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 386 Madison-Virgil

Applicant / Mailing Address

| 1500 SW BLVD
| Madison, KS 66860

Applicant / First and Last Name of Owner, CEO, or Executive Director | Stu Moeckel

Applicant / Email Address of Owner, CEO, or Executive Director | smoeckel@usd386.net

Applicant / Phone Number | 6204372909

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0697460

Applicant / Website Address (if applicable) | <https://www.usd386.org>

Application details

Full District Name	Madison-Virgil
District Number	386
Mailing Address Street Address	1500 SW BLVD
Mailing City	Madison
Mailing Address Zip Code	66860
Authorized Representative of the District Name	Stephen Jowers
Authorized Representative of the District Position or Title	Superintendent/ Prek-6 Principal
Authorized Representative of the District Email Address	sjowers@usd386.net
Authorized Representative of the District Phone Number	+16204372918
Would you like to additional district representatives to the application?	No

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We are experiencing a learning loss and social emotional concerns in our students as a direct impact of the COVID-19 virus. This impact is felt in our PreK-12 students, as well as our faculty and staff. We have 252 students total and around 50 staff members that have each been impacted by this pandemic in one way or another. Meeting our students needs both academically and social/emotionally will take new additional programs and ideas to help recover and make achievements as like age peers.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

- Due to online learning we have a lot of devices that came back broken or not usable. We plan to replace those devices, as well as update our 7-8th grade iPads with MacBooks. The iPads are out dated and in need of an upgrade. We will purchase protective covers for the devices to keep them safe while transporting them in school and to/from home. Lastly we will be upgrading classrooms with new TVs that will serve in the educational experience of our students.
- Premium Retention Pay for Licensed teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19.
- Premium Retention Pay for Classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19.
- Due to increased numbers and ability levels caused by the pandemic, we are employing 2 additional aides to assist in our At-Risk PreK classrooms.

- To accurately assess students and meet them instructionally at their level we are wanting to support our current MTSS program with updating our current resources.

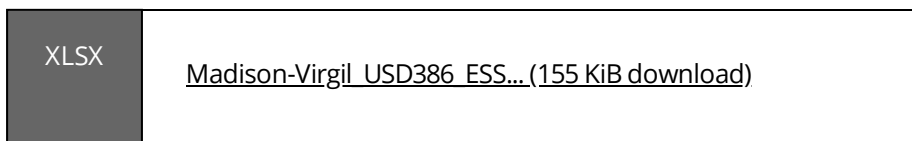
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

USD 386 will monitor student progress of those participating in the academic opportunities to make sure they are improving in that area. We will look closely at students who are exceptionally in need of extra academic support to see if their learning gap has begun to close

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner’s Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Stephen Jowers

Date | 09/23/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
386	Madison-Virgil	9/27/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
386-1-001-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New line Item: The COVID-19 pandemic exposed our need to have technology for students to ensure that we significantly minimize, if not eliminate, future disruptions to teaching and learning. To accomplish this, we will be purchasing macbooks (50) for our 7-8th Grade students.	\$ 39,950	\$ -	\$ 39,950	\$ -	\$ -	09-1000-650	New Line Item. Per narrative, We are experiencing a learning loss and social emotional concerns in our students as a direct impact of the COVID-19 virus. This impact is felt in our PreK-12 students, as well as our faculty and staff. We have 252 students total and around 50 staff members that have each been impacted by this pandemic in one way or another. Meeting our students needs both academically and social/emotionally will take new additional programs and ideas to help recover and make achievements as like age peers. Per applicant, Purchasing of this technology was directly associated with Covid and having to go remote and/or quarantine. We also feel that purchasing this technology will help us academically to achieve higher standards while at the same time filling the gap that was caused by the Covid-19 pandemic.
386-1-002-20211012	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: The COVID-19 pandemic exposed our need to have technology for students to ensure that we significantly minimize, if not eliminate, future disruptions to teaching and learning. To accomplish this, we will be purchasing iPads (50) for our PreK-2nd Grade students	\$ 14,450	\$ 14,450	\$ -	\$ -	\$ -	09-1000-650	New Line Item. Per narrative, We are experiencing a learning loss and social emotional concerns in our students as a direct impact of the COVID-19 virus. This impact is felt in our PreK-12 students, as well as our faculty and staff. We have 252 students total and around 50 staff members that have each been impacted by this pandemic in one way or another. Meeting our students needs both academically and social/emotionally will take new additional programs and ideas to help recover and make achievements as like age peers. Per applicant, Purchasing of this technology was directly associated with Covid and having to go remote and/or quarantine. We also feel that purchasing this technology will help us academically to achieve higher standards while at the same time filling the gap that was caused by the Covid-19 pandemic.

386-1-003-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: The COVID-19 pandemic taught us that our teachers need more time to ensure classrooms are clean and safe and they need more time to plan and prepare in order to maximize teaching and learning experiences for students, especially in response to learning loss. Therefore, Premium Incentive Pay will be provided for all certified positions assigned employees over the 2020-2021 and 2021-2022 school year. Paying the Premium pay over the year will offset the possible shortage of staffing exacerbated by the pandemic. Only employees who retain employment will receive the full premium incentive pay.	\$ 42,000	\$ -	\$ 42,000	\$ -	\$ -	09-1000-110	New Line Item. Per narrative, Premium Retention Pay for Licensed teaching staff to retain experienced, trained teachers necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. Per applicant, Staff are aware and have agreed. 27 Certified staff members at \$1,500 and 2 certified staff members at \$750. Any certified employee who was employed with USD 386 Madison-Virgil for the 2020-2021 school year and who is currently under contract with USD 386 for the 2021-2022 School year will receive a one-time lump sum of \$1,500 to be paid on or before November 15, 2021. Any certified employee under contract with USD 386 Madison-Virgil for the 2021-2022 school year, but was not employed with USD 386 Madison-Virgil for the 2020-2021 School year will receive a one-time lump sum of \$750 to be paid on or before November 15, 2021. The payout was planned and board approved.
386-1-004-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: The COVID-19 pandemic taught us that our classified staff need more time to ensure our school is clean, safe, and ready for students each day. Therefore, Premium Incentive Pay will be provided for all non-certified positions assigned employees over the 2020-2021 and 2021-2022 school year. Paying the Premium pay over the year will offset the possible shortage of staffing exacerbated by the pandemic. Only employees who retain employment will receive the full premium incentive pay.	\$ 27,750	\$ -	\$ 27,750	\$ -	\$ -	09-1000-120	New Line Item. Per narrative, Premium Retention Pay for Classified staff to retain experienced, trained support personnel necessary to maintain the operation and continuity of our adopted programs as well as to deflect further learning loss due to Covid-19. Per applicant, Staff are aware and have agreed. Any classified employee who was employed by USD 386 Madison-Virgil for the 2020-2021 school year and has continued their employment with USD 386 through October 30, 2021 will receive a lump sum of \$1125 to be paid on or before November 15, 2021. Any classified employee who is currently an employee of USD 386 Madison-Virgil, but was not an employee of USD 386 for the 2020-2021 school year and has continued their employment through October 30, 2021 will receive a lump sum of \$375 to be paid on or before November 15, 2021. Additionally any classified staff member employed with USD 386 through March 31, 2022 will receive a lump sum of \$375 to be paid on or before April 15, 2022. The payout was planned and board approved.
386-1-005-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: As a part of providing staff with Premium Pay in response to the COVID-19 pandemic and the extra time and duties needed from staff, we will need to cover FICA/ Social Security.	\$ 5,580	\$ -	\$ 5,580	\$ -	\$ -	09-1000-220	New Line Item

386-1-006-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Line Item: In response to learning loss caused by the COVID-19 pandemic, we will hire additional staff in the form of classroom aides to provide additional social-emotional and instructional support, especially with reading and math.	\$ 34,000	\$ -	\$ 34,000	\$ -	\$ -	09-1000-120	New Line Item
386-1-007-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New Line Item: The COVID-19 pandemic exposed the need for us to more regularly and accurately assess student comprehension and understanding and then response by meeting them instructionally at their level. To do this and to support and strengthen our current MTSS program and resources, we will purchase Aimsweb Plus, leveled readers, and manipulatives.	\$ 10,271	\$ -	\$ 10,271	\$ -	\$ -	09-1000-609	New Line Item. Per narrative, We are experiencing a learning loss and social emotional concerns in our students as a direct impact of the COVID-19 virus. This impact is felt in our PreK-12 students, as well as our faculty and staff. We have 252 students total and around 50 staff members that have each been impacted by this pandemic in one way or another. Meeting our students needs both academically and social/emotionally will take new additional programs and ideas to help recover and make achievements as like age peers. To accurately assess students and meet them instructionally at their level we are wanting to support our current MTSS program with updating our current resources.
386-1-008-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request: We are hosting an engaging and exciting learning opportunity for students PreK-8 grade to address both the loss of learning due to the pandemic as well as helping students get head start on grade level and learning level needs for the upcoming school year	\$ 30,000		\$ 30,000	\$ -	\$ -	07-1000-110	Change Request-Was approved for \$30,000 in SFY 2021. Per applicant, We will have student assigned to learning teams with 5 teachers based on ability level and following the blended learning model detailed in Navigating Change grade bands. Our goal is 90% of our MES student body participating which would be around 85 students. We will also have 3 support staff or Aides to help with supervision, and learning. We will be starting June 1st -Monday - Thursday with educational field trips on Fridays. We would like to complete the program at the end of Jun.

Kansas CommonApp (2020)

2096-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OLQZglBn

405_Lyons_ESSERII_Change_090

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 405 - Lyons

Applicant / Mailing Address

| 800 S Workman
| Lyons, KS 67554

Applicant / First and Last Name of Owner, CEO, or Executive Director | Bill Day

Applicant / Email Address of Owner, CEO, or Executive Director | bday@usd405.com

Applicant / Phone Number | 6202575196

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Applicant / Federal EIN (if applicable) | 48-0726024

Applicant / Website Address (if applicable) | USD405.com

Applicant / Mission Statement (if applicable)

Unified School District 405 will be accountable for providing a balanced quality education in a positive environment where each student will develop into a self-reliant, life-long learner, with the ability to meet society's challenges.

Application details

Full District Name		Unified School District #405-Lyons
District Number		405
Mailing Address Street Address		800 South Workman
Mailing City		Lyons
Mailing Address Zip Code		67554
Authorized Representative of the District Name		Bill Day
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		bday@usd405.com
Authorized Representative of the District Phone Number		+16202575196
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		jgoforth@usd405.com
Other District Representative 2 Email Address		dstrubhar@usd405.com

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID created the need for many unplanned expenditures including personal protective equipment, cleaning supplies and equipment, hygiene supplies, touchless faucets and fountains, extra bus routes, Internet access hot-spots for students, and full-time substitute teachers and a full-time substitute custodian, among other expenditures. The learning loss data for Lyons students is very similar to data from across the country. Although we were remote during the final quarter of 2020 and onsite for nearly all of 2020-21, the disruptions of the Spring shutdown, and Fall and Winter quarantines caused much disruption in the normal ebb and ow of teaching and learning. District-wide our reading learning loss was approximately 5% and the math learning loss was approximately 10%. The impact on our special populations was varied, but in general 2-3% lower than their non-identified peers. However, where 72% of our students qualify for free (469 students) or reduced (68 students) lunches, 45% are racial minority (333 students), 20% are ESL (150 students), and 23% are SPED (169 students), the percent of our students in a special population is 90% (665 unduplicated students).

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The district put together an ad-hoc committee of special education and regular education teachers, paras, classified staff, administrators, department heads, parents, and a board member to review the district's ESSER I expenditures and remaining COVID-related needs. The committee developed a priority-ordered list of recommendations for the USD 405 Board of Education to consider. The ordered list included after-school and summer school programming, remote- or hybrid-accessible curriculum, additional health and hygiene equipment, air quality issues, home-based supplies for our PAT program, additional support for our Migrant summer program, remotely available ESL language acquisition software, hot-spots for Internet access for students, substitute teacher and substitute custodian wages, FFCRA wages, mental health support for sta and students, social-emotional learning curriculum and professional development, a nurse assistant, cleaning and sanitizing the district-owned band instruments, hiring an additional teacher to help address learning loss, and air scrubbers or other type of air quality improvement devices. Other needs for which adequate funding does not exist through our regular budget or through ESSER I or ESSER II include additional air quality improvements, such as replacing non-opening windows, replacing ventilation fans, air exchanger improvements, replacing inadequate cleaning equipment, replacing carpet, adding a full-time reading recovery teacher at the elementary level, sanitizing and cleaning of district-owned band instruments, and adding cleaning and hygiene chemicals storage cabinets.

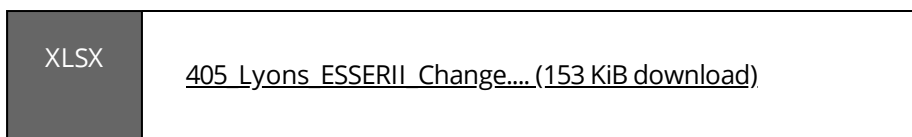
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The greatest impact will be seen in improved assessment scores by recovering a portion of the learning loss through Internet accessible curriculum, after-school programs, and summer programs. Additionally, having a clean and safe environment as well as mental health supports will create a physically and mentally healthier student body and staff with better results in multiple domains.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including: 34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Bill Day

Date | 09/09/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
405	Lyons	9/29/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
405-1-001-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	An additional floor scrubber will allow us to clean and disinfect a much larger area more often	\$ 17,500	\$ 7,500	\$ 10,000	\$ -	\$ -	07E26007390000261	Approved at 6/9/2021 State Board Meeting. Scrubber is used with disinfecting products to disinfect floors. Vacuum was removed Total allocation moved to FY21 to pay for disinfecting floor scrubber (Phone call, 5/4/2021)
405-1-002-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Equipment	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	installation of bottle filler stations to replace water fountains	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	07E26007390000261	Approved at 6/9/2021 State Board Meeting.
405-1-003-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	certified salaries for after school program	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	07E10001180000261	Approved at 6/9/2021 State Board Meeting. 26 teachers After school support (Phone Call, 4/23/2021)

405-1-004-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	classified salaries for after school program	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	07E1000121000261	Approved at 6/9/2021 State Board Meeting. 15 paras After school support (Phone Call, 4/23/2021)
405-1-005-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	certified salaries for summer school program	\$ 35,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	07E1000112000261	Approved at 6/9/2021 State Board Meeting. 26 teachers Summer School (Phone Call, 4/23/2021).
405-1-006-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	classified salaries for summer school program	\$ 35,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	07E100012000261	Approved at 6/9/2021 State Board Meeting. 15 paras Summer school (Phone Call, 4/23/2021).
405-1-007-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	substitute teacher salaries for staff quarantined/absent-Change Request	\$ 73,340	\$ 44,000	\$ 19,340	\$ 10,000	\$ -	07E1000115000261	Change Request- Was approved for \$44,000 in SFY 2021, \$22,000 in SFY 2022, and \$10,000 in SFY 2023.
405-1-008-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	salaries for staff who do temperature checks in mornings	\$ 15,600	\$ 7,800	\$ 3,900	\$ 1,950	\$ 1,950	07E1000117000261	Approved at 6/9/2021 State Board Meeting.
405-1-009-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	hiring an additional certified Title teacher at Park Elementary to address reading learning loss	\$ 100,000	\$ -	\$ 50,000	\$ 50,000	\$ -	07E1000110000261	Approved at 6/9/2021 State Board Meeting.

405-1-010-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	health fringe for substitute teachers/temp checkers (prorated)	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ -	07E1000210000261	Approved at 6/9/2021 State Board Meeting.
405-1-011-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	FICA/FICM for summer school salaries	\$ 9,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ -	07E1000220000261	Approved at 6/9/2021 State Board Meeting.
405-1-012-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	FICA/FICM for after school salaries	\$ 6,120	\$ 1,530	\$ 1,530	\$ 1,530	\$ 1,530	07E1000220000261	Approved at 6/9/2021 State Board Meeting.
405-1-013-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA/FICM for subs and temp checkers	\$ 15,600	\$ 3,900	\$ 3,900	\$ 3,900	\$ 3,900	07E1000220000261	Approved at 6/9/2021 State Board Meeting.
405-1-014-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Unemployment for summer school	\$ 80	\$ 20	\$ 20	\$ 20	\$ 20	07E1000250000261	Approved at 6/9/2021 State Board Meeting.
405-1-015-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	Unemployment for after school programs	\$ 40	\$ 10	\$ 10	\$ 10	\$ 10	07E1000250000261	Approved at 6/9/2021 State Board Meeting.

405-1-016-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Matching retirement for temp checkers	\$ 144	\$ 36	\$ 36	\$ 36	\$ 36	07E1000292000261	Approved at 6/9/2021 State Board Meeting
405-1-017-20211012	Eligible	Direct Allocation	Instruction	Professional - Education Services	10. Providing mental health services and supports	Mental health services for students and staff	\$ 16,000	\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	07E100032000261	Approved at 6/9/2021 State Board Meeting. Never offered mental health services before, but need to address mental health concerns caused by remote/distance learning (Phone Call, 4/28/2021)
405-1-018-20211012	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	software for ESL students/hot spots for students' homes	\$ 52,562	\$ 15,000	\$ 24,000	\$ -	\$ 13,562	07E100059000261	Approved at 6/9/2021 State Board Meeting. To maintain connectivity (Phone Call, 4/23/2021)
405-1-019-20211012	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs	\$ 100,000	\$ 50,000	\$ 50,000	\$ -	\$ -	07E1000601000261	Approved at 6/9/2021 State Board Meeting. Addressed in Narrative (Phone Call, 4/23/2021)
405-1-020-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	supplies for summer school	\$ 12,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	07E100061000261	Approved at 6/9/2021 State Board Meeting.

405-1-021-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	cleaning & sanitizing of district-owned band instruments	\$ 34,000	\$ 17,000	\$ 17,000	\$ -	\$ -	07E1000611000261	Approved at 6/9/2021 State Board Meeting.
405-1-022-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	supplies for after school program	\$ 6,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	07E1000612000261	Approved at 6/9/2021 State Board Meeting.
405-1-023-20211012	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	equipment, licenses, & PD for distance learning through RUS grant	\$ 17,000	\$ 17,000	\$ -	\$ -	\$ -	07E1000700000261	Approved at 6/9/2021 State Board Meeting. ESSDACK wrote Rural Utilities Service grant from USDE, grant was matching. Grant was pushed through April 2020 to provide distance learning hardware and software to address diff
405-1-024-20211012	Eligible	Direct Allocation	Health Services	Other Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	miscellaneous nurse supplies-masks/thermometers, etc.	\$ 2,000	\$ 500	\$ 500	\$ 500	\$ 500	07E2130619000261	Approved at 6/9/2021 State Board Meeting
405-1-025-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	hiring additional custodian to assist with santizing, cleaning	\$ 25,000	\$ 5,000	\$ 20,000	\$ -	\$ -	07E2600122000261	Approved at 6/9/2021 State Board Meeting

405-1-026-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	health fringe for additional custodian	\$ 7,200	\$ 700	\$ 6,500	\$ -	\$ -	07E2600210000261	Approved at 6/9/2021 State Board Meeting
405-1-027-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA/FICM for additional custodian	\$ 1,910	\$ 380	\$ 1,530	\$ -	\$ -	07E2600220000261	Approved at 6/9/2021 State Board Meeting.
405-1-028-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for additional custodian	\$ 25	\$ 5	\$ 20	\$ -	\$ -	07E2600250000261	Approved at 6/9/2021 State Board Meeting.
405-1-029-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	indoor air quality study(FY21)/window replacement at Park Elementary(FY22) and Rice County Learning Center(FY21)	\$ 37,200	\$ 7,200	\$ 30,000	\$ -	\$ -	07E2600430000261	Approved at 6/9/2021 State Board Meeting
405-1-030-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA wages paid to staff who are quarantined and/or covid positive-line items vary based on individual staff	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	07E10001160000261	Approved at 6/9/2021 State Board Meeting.

405-1-031-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	time used to review student data, disaggregate it, look for patterns, determine solutions to trouble areas, set goals and create action plans; also used for training on new math curriculum as well as other software programs	\$ 21,405	\$ 21,405	\$ -	\$ -	\$ -	07E10001130000261	Approved at 6/9/2021 State Board Meeting. 3 Day Teacher Academy
405-1-032-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA/FICM for teacher academy	\$ 2,295	\$ 2,295	\$ -	\$ -	\$ -	07E1000220000261	Approved at 6/9/2021 State Board Meeting. 3 Day Teacher Academy
405-1-033-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment for teacher academy	\$ 300	\$ 300	\$ -	\$ -	\$ -	07E1000250000261	Approved at 6/9/2021 State Board Meeting. 3 Day Teacher Academy
405-1-034-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	salary to add paraeducator to support reading and math interventions	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	07E10001220000261	Approved at 6/9/2021 State Board Meeting. We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning la
405-1-035-20211012	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	fringe benefits for additonal paraeducator	\$ 4,800	\$ -	\$ 4,800	\$ -	\$ -	07E1000210000261	Approved at 6/9/2021 State Board Meeting. We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning la

405-1-036-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA/FICM for additional paraeducator	\$ 1,071	\$ -	\$ 1,071	\$ -	\$ -	07E1000220000261	Approved at 6/9/2021 State Board Meeting. We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning la
405-1-037-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Unemployment for additional paraeducator	\$ 129	\$ -	\$ 129	\$ -	\$ -	07E1000250000261	Approved at 6/9/2021 State Board Meeting. We have a determined that we have about a 5% learning loss compared to prior years in reading and 10% in math. We can only attribute this to the remote learning la
405-1-038-20211012	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	supplies for families served through the Parents As Teachers program due to decreased in home visits-new item	\$ 1,100	\$ -	\$ 1,100	\$ -	\$ -	07E2100610000261	New Line Item. Per applicant, This is for PAT supplies so that parents will have them on hand when in-person visits cannot be made due to illness or quarantines of PAT staff or the families being served. Because families will have the supplies on hand, the PAT visits can take place virtually.

405-1-039-20211012	Eligible	Direct Allocation	Vehicle Operation	Gasoline	2. Coordination of COVID-19 preparedness and response efforts	fuel to take tests to Wichita-new item	\$ 500	\$ -	\$ 500	\$ -	\$ -	07E27116270 018261	New Line Item. Per applicant, One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.
405-1-040-20211012	Eligible	Direct Allocation	Other Student Transportation Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	salaries for staff to take tests to Wichita-new item	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	06E27901210 018261	New Line Item. Per applicant, One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.

405-1-041-20211012	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	FICA/FICM for salaries for test transport-new item	\$ 50	\$ -	\$ 50	\$ -	\$ -	06E27902200 018261	New Line Item
405-1-042-20211012	Eligible	Direct Allocation	Other Student Transportation Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Unemployment for salaries for test transport-new items	\$ 10	\$ -	\$ 10	\$ -	\$ -	06E27902500 018261	New Line Item

Kansas CommonApp (2020)

2112-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KMGMDnjx

454_Burlingame_ESSER II Plan_0617

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | USD 454

Applicant / Mailing Address

| 100 Bloomquist Dr Ste A
| Burlingame, Kansas 66413

Applicant / First and Last Name of Owner, CEO, or Executive Director | Marcy Cassidy

Applicant / Email Address of Owner, CEO, or Executive Director | cassidy@usd454.net

Applicant / Phone Number | 7856543328

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Burlingame School District

District Number | 454

Mailing Address Street Address		100 Bloomquist Dr Ste A
Mailing City		Burlingame
Mailing Address Zip Code		66413
Authorized Representative of the District Name		Dr. Marcy Cassidy
Authorized Representative of the District Position or Title		Superintendent
Authorized Representative of the District Email Address		cassidy@usd454.net
Authorized Representative of the District Phone Number		+17856543328
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		droege@usd454.net
Other District Representative 2 Email Address		droege@usd454.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 Burlingame School District has encountered numerous costs due to the impact of the Covid 19 Pandemic. The district has had to purchase a large amount of cleaning equipment, add custodial personnel and provide protective gear for students and staff. Student test data indicates that remote learning was not as effective as in-person learning, and many of our students declined academically. We are having to bolster our curriculum and add strategies to differentiate instruction in order to fill in the learning gaps caused by the Pandemic. Our students have also struggled socially and emotionally as a result of Covid 19. We added an additional counselor as well as a Resource Officer to assist students with their mental health needs. Many of the students at Burlingame are at risk due to a number of reasons. We have foster students, special education students and students who live below the poverty level. Students in these sub-groups suffered the greatest by not being in school and having daily contact with educators, interacting with the curriculum with teacher support as well as having adults to assist them with their social-emotional needs. The ESSER funding has provided our students with specifically designed interventions to assist them in recovering from this horrific Pandemic.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and 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 educaitional agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D)Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

The Burlingame School district proposed to expend ESSER II dollars to assist our students to recover academically, behaviorally and social/emotionally from the Covid 19 Pandemic as well as to keep students safe from the virus.

The district hired a Curriculum Director to assess student data, review curricular materials, purchase intervention materials and programs to assist in filling in the learning gaps from the Pandemic and assist teachers in the process of differentiating instruction to meet the newly developed diverse needs of our students. The Curriculum Director will also serve to assure

students who are At Risk due to special education needs, being in foster care or living in poverty receive the resources, instruction and support they need to recover from losses as a result of the Pandemic.

An additional school counselor and School Resource officer were hired to assist students with the behavioral and social-emotional needs students have incurred due to remote learning and the overall stress of the Pandemic. A counseling curriculum was purchased with earlier funds, so the counselors now have strategic lessons and objectives to teach students the skills needed to recover from this catastrophic experience. Since the start of the Pandemic, the Burlingame School District has seen an increase in the emotional needs of students. Many families have reached out with critical concerns especially those families who are at risk financially as well as emotionally.

An additional custodian as well as cleaning supplies and machines were purchased in order to assure student safety and to prevent the spread of the Covid 19 virus.

ESSER II funds were utilized to compensate all certified and classified staff members for the additional work they encountered due to the Pandemic such as: Creating and sustaining a remote learning platform, virtual learning, acquisition of technology skills, additional cleaning and communication.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The Burlingame School District will utilize data to assess the progress of our students in the following critical areas: Academics, Behaviors and Social/Emotional Health.

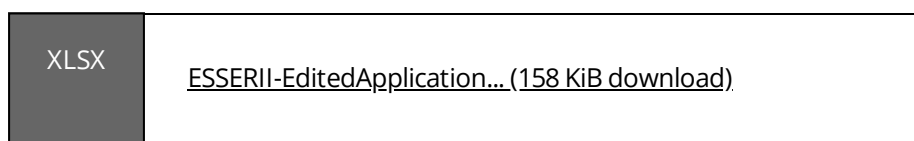
We will integrate the use of screeners and assessments to monitor and track student progress in all areas. We will implement interventions for students not demonstrating adequate growth in order to close the gap created by the Covid 19 Virus.

The district continues to monitor and track Covid cases in an effort to assure that we are cleaning the building and classrooms in a manner that slows the spread of the virus.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Marcy Cassidy

Date | 09/14/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
454	Burlingame Public Schools	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
454-1-001-20211012	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 48,000	\$ 48,000	\$ -	\$ -	\$ -	7	Change Request- Was approved for \$45,000 in SFY 2021
454-1-002-20211012	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 6,300	\$ 6,300	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$6,000 in SFY 2021
454-1-003-20211012	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 3,700	\$ 3,700	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$3,500 in SFY 2021
454-1-004-20211012	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	Additional Counselor will be added to support the emotional needs caused by the Pandemic.	\$ 500	\$ 500	\$ -	\$ -	\$ -	7	Approved at 7/13/2021 State Board Meeting

454-1-005-20211012	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 25,175	\$ 25,175	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$24,750 in SFY 2021. Per narrative, "Staying home resulted in many of our students struggling both academically as well as social/emotionally due to isolation and a lack of support." "The addition of a part-time Curriculum Director who will perform the following jobs: assess the effectiveness of current adopted curriculum as it relate to relevance and rigor, provide professional development to teachers on topics related to instructional effectiveness, monitor and track student data, assist with the planning and implementation of academic interventions, coordinate testing, implement new assessment tools, conduct walk-through observations in order to provide teachers with instructional support and data regarding the use of instructional strategies."
454-1-006-20211012	Eligible	Direct Allocation	Support Services - Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$3,000 in SFY 2021
454-1-007-20211012	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$3,000 in SFY 2022
454-1-008-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Academic Monitoring, Data Review, Instructional Interventions, Curriculum review	\$ 225	\$ 225	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$250 in SFY 2021
454-1-009-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	7	Approved at 7/13/2021 State Board Meeting. Per applicant, "This is a FOUR week summer learning academy. It runs Monday through Thursday from 9 AM to 11 AM. However, on Thursdays, the group goes on a field trip so the hours are 9 AM to 1 PM. Each day of the academy focuses on a different learning target: Reading, Math, STEM/Science and then a social emotional lesson prior to a field trip. I have two teachers who planned all of the activities and one para to assist a student with special needs. We have approximately 20 to 25 students in attendance each week. Our school counselor comes in once a week to provide a social emotional lesson for all students. We included a weekly field trip in order to practice the social skills that were taught in the lesson via the counselor."
454-1-010-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 250	\$ 250	\$ -	\$ -	\$ -	7	Approved at 7/13/2021 State Board Meeting

454-1-011-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 50	\$ 50	\$ -	\$ -	\$ -	7	Approved at 7/13/2021 State Board Meeting
454-1-012-20211012	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Academic and Social Emotional Lessons to fill in the gaps caused by the Pandemic.	\$ 2,200	\$ 2,200	\$ -	\$ -	\$ -	7	Approved at 7/13/2021 State Board Meeting
454-1-013-20211012	Eligible	Direct Allocation	Operation of Buildings	Full-Time Non-Certified Salaries	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$33,500 in SFY 2021. Per narrative, "The Burlingame School District will maintain an additional custodian in order to assure the quality and quantity of cleaning prevents the spread of the Covid-19 virus."
454-1-014-20211012	Eligible	Direct Allocation	Operation of Buildings	Group Insurance	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$8,000 in SFY 2021
454-1-015-20211012	Eligible	Direct Allocation	Operation of Buildings	Social Security Contributions	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 2,400	\$ 2,400	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$3,000 in SFY 2021
454-1-016-20211012	Eligible	Direct Allocation	Operation of Buildings	Other Employee Benefits	7. Purchasing supplies to sanitize and clean LEA and school facilities	Maintain a clean school environment to prevent the spread of the Covid 19 virus.	\$ 250	\$ 250	\$ -	\$ -	\$ -	7	Change Request-Was approved for \$500 in SFY 2021

454-1-017-20211012	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	The Resource Officer will teach students about safety, monitor student behavior, intervene with dangerous behavior, serve as a positive role model, provide students with advice regarding their behavioral choices, assist with the prevention of bullying.	\$ 25,000	\$ 25,000	\$ -	\$ -	\$ -	7	Approved at 7/13/2021 State Board Meeting. Per applicant, "Resource Officer: Since the onset of the Pandemic, we have seen a rise in student behaviors such as bullying, drug and alcohol use, etc. . We believe that having a resource officer on campus could potentially decrease such problems and behaviors. Police officers should be seen as positive role models and be on site to support the immediate social/emotional needs of students. We would partner with our local county sheriff's office where they will train the officers to teach students lessons on making healthy choices as it relates to drugs, alcohol, gang activity, bullying, social media, as well as illegal activities that some of our students have chosen to take part in recently." Per follow up question if SRO would work with counselor to address emotional support and choices, applicant stated: "Absolutely!!! My administration and counselor already work with the local police department regularly and counsel students together for things that happen on and off of our campus. we had several students threaten to commit suicide over the course of this past school year. We had to contact authorities to respond to such crises alongside my counselor, especially when the students had access to any sort of weapon. I wish we had not had such situations, but we want to be as proactive as possible with our students. Perhaps having a relationship with an officer would be another layer of prevention. Students might reach out and talk to someone prior to getting to that point."
454-1-018-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote Learning Platforms, Virtual Learning, acquisition of technology skills, cleaning. Additional communication with families.	\$ 34,000	\$ -	\$ 34,000	\$ -	\$ -	7	New Line Item. This will be for 34 staff members. Each staff member will be paid \$1,000 in premium pay. This will be paid out in May 2022. Per narrative, ESSER II funds were utilized to compensate all certified and classified staff members for the additional work they encountered due to the Pandemic such as: Creating and sustaining a remote learning platform, virtual learning, acquisition of technology skills, additional cleaning and communication. Per applicant, the district created an MOU with staff for Premium Pay, and the teacher's union submitted a list of extra duties expected to perform for 21-22 for the local Board's consideration. The local Board approved Premium Pay.

454-1-019-20211012	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote Learning Platforms, Virtual Learning, acquisition of technology skills, cleaning. Additional communication with families.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	7	New Line Item. This will be for 15 staff members. Each staff member will be paid \$1,000 in premium pay. This will be paid out in May 2022. Per narrative, ESSER II funds were utilized to compensate all certified and classified staff members for the additional work they encountered due to the Pandemic such as: Creating and sustaining a remote learning platform, virtual learning, acquisition of technology skills, additional cleaning and communication. Per applicant, the district created an MOU with staff for Premium Pay, and the teacher's union submitted a list of extra duties expected to perform for 21-22 for the local Board's consideration. The local Board approved Premium Pay.
454-1-020-20211012	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote	\$ 3,800	\$ -	\$ 3,800	\$ -	\$ -	7	New Line Item.
454-1-021-20211012	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay was awarded to ALL employees for the additional work required as a direct result of the Pandemic: Remote Learning Platforms, Virtual Learning, acquisition of technology skills, cleaning. Additional communication with families.	\$ 596	\$ -	\$ 596	\$ -	\$ -	7	New line Item: Program information needed; Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support - Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. o Secondary - 450 students - Offer choice of 2 sessions for 3 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 3 weeks each.o 50 teachers estimated to teach each session.

Kansas CommonApp (2020)

2084-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



DKjzMPWL

460_Hesston_ESSERII_Change

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Hesston USD 460

Applicant / Mailing Address

| PO Box 2000
| 150 N Ridge Rd

Applicant / First and Last Name of Owner, CEO, or Executive Director | Kaye Linton

Applicant / Email Address of Owner, CEO, or Executive Director | kaye.linton@usd460.org

Applicant / Phone Number | 6203274931

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Hesston

District Number | 460

Mailing Address Street Address		PO Box 2000 150 N Ridge Rd
Mailing City		Hesston
Mailing Address Zip Code		67062
Authorized Representative of the District Name		Kaye Linton
Authorized Representative of the District Position or Title		Treasurer
Authorized Representative of the District Email Address		kaye.linton@usd460.org
Authorized Representative of the District Phone Number		+16203274931
Would you like to additional district representatives to the application?		Yes
Other District Representative 1 Email Address		ben.proctor@usd460.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

There was significant impact on student academic gains and emotional well-being when school was closed in the Spring of 2020. Since the beginning of the 2020-21 school year, we have been able to have in-person school each day. Our K-8 students have attended all day, every day, and our high school students attended school in an AM/PM Hybrid for most of the school year. Most of our local assessment data shows initial learning loss due to the time away from school last spring, but we are interested in continuing to collect and evaluate academic data in the coming weeks and months. Because we have been in school everyday during this school year, with only a handful of students choosing a remote option, we have not seen significant differences in our special populations from prior year performance. Our plan is to continue to collect academic and social-emotional data and perceptions to best evaluate how we can utilize relief dollars to maximize student impact.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education

Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

We plan to use ESSER II dollars to address several immediate needs that are currently impacting our school operations. First, we have rental costs associated with our "Off-Site Model" for our 7-8th graders. This included renting a conference center through much of the 2020-21 school year in order to keep all students in-person each day. Additionally, we have personnel costs associated with an additional school nurse, who is instrumental in ensuring our ability to maintain safe learning environments throughout our district. We also have personnel costs associated with additional long-term substitutes, who were directly involved in facilitating remote learning for those short-term and long-term remote students. We hired an additional custodian to help keep our o-site attendance center clean and sanitized, and we also had internet service costs,

additional maintenance, and pest control expenses.

Moving forward, we plan to maintain our additional school nurse for the next school year, as she has been instrumental in ensuring we are able to communicate and follow public health guidelines. We plan to implement new mental health approaches, including Mental Health First Aid Training, for all staff as we enter the 2021-22 school year and upgrade technology for students to have reliable devices while at home. We continue to evaluate academic areas that all students, and specifically special needs students, might have fallen behind in and will consider curriculum purchases to target these areas.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We know the impact of our immediate expenditures. Our o-site attendance center rental kept our kids in school every day this school year, which the impact is significant. Our additional school nurse provided support to families, students, and staff as we implemented public health recommendations. Our long-term substitutes supported teachers throughout the year as students were required to quarantine and isolate. We were able to provide internet service to remote students along with those attending in our o-site locations.

As we move forward, we will evaluate our mental health supports through surveys and mental health screening. We will evaluate our academic supports and curriculum expenditures through our local assessments, along with other state and national standardized assessments.

We are uncertain if we will be able to purchase improved HVAC systems, due to a relatively smaller amount of funding as a result of the Title I formula.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Kaye Linton

Date | 04/15/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
460	Hesston	9/17/2021

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
460-1-001-20211012	Eligible	Direct Allocation	Maintenance of Buildings	Purchased Property Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Extermination service for rental facility used for 7/8 classroom during COVID	\$ 704	\$ 704	\$ -	\$ -	\$ -	08-2620-325-400-408	Approved at State Board 5/11/2021
460-1-002-20211012	Eligible	Direct Allocation	Other Executive Administration	Renting Land and Buildings	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Facilities rental (Crosswinds) Jan-Mar 12, 2021	\$ 17,430	\$ 17,430	\$ -	\$ -	\$ -	31-2329-441-000-002	Approved at State Board 5/11/2021
460-1-003-20211012	Eligible	Direct Allocation	Other Executive Administration	Renting Land and Buildings	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Repairs to rental facility (Crosswinds)	\$ 455	\$ 455	\$ -	\$ -	\$ -	31-2329-441-000-002	Approved at State Board 5/11/2021
460-1-004-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Professional Educational Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Internet/Wi-Fi hot spots at rental facility (Crosswinds)	\$ 4,333	\$ 4,333	\$ -	\$ -	\$ -	08-2200-329-000-009	Approved at State Board 5/11/2021

460-1-005-20211012	Eligible	Direct Allocation	Nursing Services	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Student face masks	\$ 1,565	\$ 1,565	\$ -	\$ -	\$ -	06-2134-610-000-011	Approved at State Board 5/11/2021
460-1-006-20211012	Eligible	Direct Allocation	Maintenance of Buildings	Overtime Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodian overtime-Crosswinds	\$ 256	\$ 256	\$ -	\$ -	\$ -	06-2620-126-000-001	Approved at State Board 5/11/2021
460-1-007-20211012	Eligible	Direct Allocation	Maintenance of Buildings	Regular Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Custodian -Crosswinds	\$ 7,604	\$ 7,604	\$ -	\$ -	\$ -	06-2620-127-000-001	Approved at State Board 5/11/2021
460-1-008-20211012	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired 2nd full-time nurse for COVID	\$ 7,415	\$ 7,415	\$ -	\$ -	\$ -	06-2134-111-000-001	Approved at State Board 5/11/2021
460-1-009-20211012	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Hired 3 full-time subs for COVID	\$ 12,086	\$ 12,086	\$ -	\$ -	\$ -	06-1000-112-000-001	Approved at State Board 5/11/2021
460-1-010-20211012	Eligible	Direct Allocation	Other Executive Administration	Student Services	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Character development lessons per grade level, online access focusing on building habits for personal growth. Professional development-staff-school climate/culture improvement staff/student leadership	\$ 2,496	\$ 2,496	\$ -	\$ -	\$ -	31-2329-323-000-002	New Line Item; Relate to COVID-19; Applicant responded via email: This is for our Character Strong curriculum we are using for social/emotional support and development. This is in direct response to increased SEL needs with kids K-12. While we purchased this curriculum in FY21, this is for the FY22 school year.
460-1-011-20211012	Eligible	Direct Allocation	Other Executive Administration	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Nurse conference addressing COVID protocols	\$ 460	\$ 460	\$ -	\$ -	\$ -	31-2329-600-000-001	New Line Item
460-1-012-20211012	Eligible	Direct Allocation	Maintenance of Buildings	Full-Time Non-Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: Custodian for our off-site location	\$ 6,443	\$ 6,443	\$ -	\$ -	\$ -	06-2620-121-000-001	New Line Item; Relate to COVID-19; Applicant responded via email: We had to hire an additional custodian while our kids were attending school in an off-site location. We used the off-site location to spread kids out to a distance of 6 feet. We needed the custodian to clean and disinfect these off-site locations, which we would not have needed if we didn't have to spread kids out due to COVID.

460-1-013-20211012	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: Hied 2nd full time nurse during COVID	\$ 6,694	\$ 6,694	\$ -	\$ -	\$ -	06-2134-111-000-001	New Line Item
460-1-014-20211012	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: Hired 3 full-time subs for COVID	\$ 10,986	\$ 10,986	\$ -	\$ -	\$ -	06-1000-112-000-001	New Line Item
460-1-015-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Professional Educational Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: Internet for our off-site location	\$ 999	\$ 999	\$ -	\$ -	\$ -	08-2200-329-000-009	New Line Item
460-1-016-20211012	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: Chromebooks for home-based learning while students are out of school due to isolation and quarantine.	\$ 28,310	\$ 28,310	\$ -	\$ -	\$ -	31-1000-736-000-002	New Line Item
460-1-017-20211012	Eligible	Direct Allocation	Other Executive Administration	Supplies & Materials	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Mileage reimbursement for staff to and from our off-site rental location for more adequate classroom space	\$ 3,087	\$ 3,087	\$ -	\$ -	\$ -	31-2329-600-000-002	New Line Item; New Line Item; Relate to COVID-19; Applicant responded via email: Our teachers were required to transport themselves each day to our off-site location. This expense was to reimburse their travel mileage to and from the off-site location. We had to utilize the off-site location to spread students out further, which would not have been necessary without COVID. So, this is reimbursing teachers for their mileage that they drove each day to the off-site location.
460-1-018-20211012	Eligible	Direct Allocation	Nursing Services	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Line Item: Hied 2nd full time nurse during COVID	\$ 742	\$ 742	\$ -	\$ -	\$ -	06-2134-111-000-001	New Line Item
460-1-019-20211012	Eligible	Direct Allocation	Instruction	Property	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New Line Item: Purchsed 25 air purification systems for our K-6 classrooms	\$ 52,500	\$ 52,500	\$ -	\$ -	\$ -	31-1000-700-000-002	New Line Item. Allowable if CDC guidelines are met.

460-1-020-20211012	Eligible	Direct Allocation	Other Executive Administration	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	New Line Item: Purchased cloth material to cover band instruments during play	\$ 100	\$ 100	\$ -	\$ -	\$ -	31-2329-600-000-002	New Line Item; to stop the spread of COVID-19 virus particles.
460-1-021-20211012	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: Purchased cases for new iPads that will allow us to have a 1:1 program for students who are home for extended periods of time due to isolation or quarantines	\$ 2,999	\$ 2,999	\$ -	\$ -	\$ -	31-1000-736-000-002	Program information needed; Applicant responded via email: Due to a significant loss of instructional time from COVID related restrictions, current data demonstrates 477 high school students and 534 middle school students have received a "F" as the end of course grade this academic school year. Additionally, as a practice, USD 475 does not retain students; therefore, we will need to ensure elementary students are on grade level each year. The current High School Seniors have been impacted two consecutive years with interruptions and school year adjustments due to COVID. Recommended Strategy: Provide additional academic support - Summer school sessions will be provided for student gap remediation. District normally only offers 1 summer school session for 3 weeks. o Secondary - 450 students - Offer choice of 2 sessions for 3 weeks each. o Elementary 500 students- Offer choice of 2 sessions for 3 weeks each.o 50 teachers estimated to teach each session.
460-1-022-20211012	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: Purchased carts to house iPads while they are in classrooms	\$ 2,742	\$ 2,742	\$ -	\$ -	\$ -	31-1000-734-000-002	New Line Item
460-1-023-20211012	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Line Item: iPads for our early elementary, making us a 1:1 program and allowing all students to take a device home when there is isolation or quarantine requirements	\$ 62,585	\$ 62,585	\$ -	\$ -	\$ -	31-1000-736-000-002	New Line Item

Kansas CommonApp (2020)

2087-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



NvEmzIEK

462_Central_ESSER II Plan_Submission Date05262021 (copy)

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 462 Central Burden
Applicant / Mailing Address	
700 North Main PO Box 128 Burden, KS 67019	
Applicant / First and Last Name of Owner, CEO, or Executive Director	lbartel@usd462.org
Applicant / Email Address of Owner, CEO, or Executive Director	rshaffer@usd462.org
Applicant / Phone Number	6204382218

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Fiscal Agent / Name (if applicable)	lbartel@usd462.org
Fiscal Agent / Email (if applicable)	rshaffer@usd462.org

Fiscal Agent / Mailing Address (if applicable)

700 North Main
PO Box 128
Burden, KS 67019

Application details

Full District Name	Central
District Number	462
Mailing Address Street Address	PO Box 128; 700 N. Main St.
Mailing City	Burden
Mailing Address Zip Code	67019
Authorized Representative of the District Name	Rick Shaffer
Authorized Representative of the District Position or Title	Linda Bartel, Board Clerk
Authorized Representative of the District Email Address	Lbartel@usd462.org
Authorized Representative of the District Phone Number	+116204382218
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	Lbartel@usd462.org
Other District Representative 2 Email Address	rshaffer@usd462.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the 2020-21 school year, USD 462, while able to operate with a face-to-face learning environment for a large majority of students experienced issues regarding academics due to the COVID-19 pandemic. Absent students, absent staff created issues in maintaining continuity necessary for academic achievement. Due to our low socio-economic nature, we spent a great deal of time addressing problems related to the COVID-19 pandemic as far as academics, remote learning, connectivity, technology, understanding safety protocols and other issues are concerned.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission? | No

Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et 2 seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

USD 462, Central Burden Schools has chosen to use ESSER II funds, if approved, as a resource to address academic learning loss and social-emotional issues experienced due to the COVID-19 pandemic, as opposed to other items such as PPE and ventilation. We are a small rural school with a high number of low socio-economic students. While we were able to complete the full year on an in-person basis, we still experienced issues with teacher absenteeism, student absenteeism and academic continuity, due to the pandemic. We purchased Ben-Q teaching boards for all classrooms, using county SPARKS funds. This enabled us to live stream, record and store teacher lessons for those who did not or could not attend due to COVID-19. However, with all of this technology, requiring bandwidth, we found that our infrastructure was lacking. Increasing staff, to lower student to adult ratio, is key. We feel that smaller student groups will help us address learning loss amongst our student population and help us return to normalcy, if possible. To address social-emotional issues due to COVID-19 with all students, especially low socio-economic families and students with disabilities, we would like to address that with an addition of 1.25 licensed social workers to work with students and families in need. Professional development for staff and administrators relating to the pandemic, learning loss and socio-economic issues can only benefit all students at USD 462.

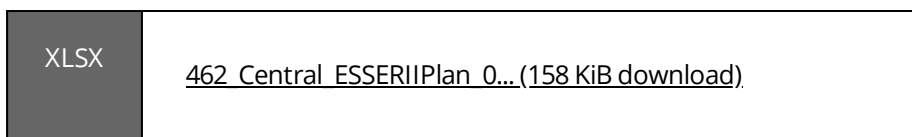
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

It is anticipated that increasing and improving broadband for students, reducing group sizes of students, providing more intensive instruction. Assisting families, students and teachers in coping with social-emotional issues due to COVID-19, will help shorten and eradicate learning losses. It is our hope to see an increase in academic achievement and an increase in academic achievement screening scores and Kansas Assessment scores. Using these reasonable and allowable requests for ESSER II funds, USD 462 will be able to shorten the effects of COVID-19.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Rick Shaffer

Date | 09/07/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

USD	District Name	Data as of
462	Central	9/29/2021

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
462-1-001-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Small groups to provide better health protocol due to COVID-19 and addressing students most in need of in-person support.	\$ 18,055	\$ -	\$ 18,055	\$ -	\$ -	64900	Approved at 7/13/2021 State Board Meeting
462-1-002-20211012	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	It increases the connectivity for students that aids in regular educational interaction between students and their classroom instructors; it increases the broadband for our school which allows for better connectivity ; allows for remote teaching and remote learning due to COVID-19.	\$ 75,105	\$ -	\$ 75,105	\$ -	\$ -	65770	Approved at 7/13/2021 State Board Meeting
462-1-003-20211012	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra nurse salary for addressing extra/more time needed for COVID-19 related duties	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	65400	Approved at 7/13/2021 State Board Meeting
462-1-004-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra custodial salary for addressing extra/more time needed for COVID-19 related duties.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	65200	Approved at 7/13/2021 State Board Meeting

462-1-005-20211012	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Software for students and teachers that aids in regular and substantial interaction between students and teachers, which assists addressing learning loss due to COVID-19.	\$ 550	\$ -	\$ 550	\$ -	\$ -	65555	Approved at 7/13/2021 State Board Meeting
462-1-006-20211012	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Adding staff to lower class sizes due to COVID-19 related safety protocols and establishing a safer in-person environment for students in most need of support.	\$ 20,550	\$ -	\$ 20,550	\$ -	\$ -	64990	Approved at 7/13/2021 State Board Meeting
462-1-007-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Covers additional salary/expenses for staff associated with additional learning to address needs created by COVID-19 pandemic and implementing summer programs tied to activities.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	64900	Approved at 7/13/2021 State Board Meeting
462-1-008-20211012	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addresses social/emotional needs of students, families and teachers related to issues caused by COVID-19. SOCIAL/EMOTIONAL ENVIRONMENTAL.	\$ 48,500	\$ -	\$ 48,500	\$ -	\$ -	65865	Approved at 7/13/2021 State Board Meeting
462-1-009-20211012	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addresses social/emotional needs of students, families and teachers related to issues caused by COVID-19. SOCIAL/EMOTIONAL ENVIRONMENTAL. Funds with be used to connect family resources and translate materials for families.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	65866	Approved at 7/13/2021 State Board Meeting
462-1-010-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payments to personnel whose duties cannot be performed or have underlying health conditions that prohibits them from being at work due to COVID-19.	\$ 1,800	\$ -	\$ 1,800	\$ -	\$ -	64900	Approved at 7/13/2021 State Board Meeting

462-1-011-20211012	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Purchase curriculum targets toward areas in which students have fallen behind due to COVID-19 and implementing evidence-based activities to meet the needs of students.	\$ 3,455	\$ -	\$ 3,455	\$ -	\$ -	65770	Approved at 7/13/2021 State Board Meeting
462-1-012-20211012	Eligible	Direct Allocation	Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Providing professional development for staff and administrators to address leading during a pandemic, addressing learning loss and addressing mental health for students and staff, related to COVID-19 Pandemic. The name of the program is Motivating and Managing Hard-to-Reach, Uninterested and Disruptive Students, caused by COVID-19.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	65500	Approved at 7/13/2021 State Board Meeting
462-1-013-20211012	Eligible	Direct Allocation	Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Providing professional development for staff and administrators to address leading during a pandemic, addressing learning loss and addressing mental health for students and staff, related to COVID-19 Pandemic	\$ 14,000	\$ -	\$ 14,000	\$ -	\$ -	65500	Approved at 7/13/2021 State Board Meeting
462-1-014-20211012	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	Payments to personnel for after school curriculum in which students have fallen behind due to COVID-19 and implementing evident-based activities to meet the needs of students	\$ 2,000	\$ -	\$ 2,000	new items	\$ -	64990	New Line Item. Per applicant, After school program aimed at addressing students who may have experienced learning loss due to remote learning or loss of at school time due to COVID-19.

462-1-015-20211012	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payment for extra hours for nurse due to COVID-19 extra related duties	\$ 10,405	\$ -	\$ 10,405	\$ -	\$ -	65400	New Line Item. Per applicant, Will perform necessary contract training of COVID-19; notifying and communicating with parents on COVID-19 protocol; Liaison between school and county health department; provide extra resource for teachers for issues related to COVID-19; Implementation of procedures to mitigate COVID-19.
462-1-016-20211012	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Providing staff/student development for mental health services and support	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	65600	New Line Item. Per applicant, Provide mental health support for staff and students in response to COVID-19; Provide professional development for staff that would assist and aid staff on dealing with mental health issues for students and parents who are experiencing issues; training for staff on how to appropriately respond to mental health situations with parents and students due to COVID-19.
462-1-017-20211012	Eligible	Direct Allocation	Support Services (Students)	Purchased Professional & Technical Services	10. Providing mental health services and supports	Providing staff/student development for mental health services and support	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	65660	New Line Item. Per applicant, Provide mental health support for staff and students in response to COVID-19; Provide professional development for staff that would assist and aid staff on dealing with mental health issues for students and parents who are experiencing issues; training for staff on how to appropriately respond to mental health situations with parents and students due to COVID-19.
462-1-018-20211012	Eligible	Direct Allocation	Support Services - Instruction	Other Purchased Services	3. Providing principals and other school leaders with resources to address individual school needs	Providing principals with staff development to address school needs	\$ 400	\$ -	\$ 400	\$ -	\$ -	65230	New Line Item. Per narrative, Professional development for staff and administrators relating to the pandemic, learning loss and socio-economic issues can only benefit all students at USD 462.

462-1-019-20211012	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	providing teachers/staff staff development to address school needs	\$ 1,650	\$ -	\$ 1,650	\$ -	\$ -	65770	New Line Item. Per applicant, Professional development and staff training in reading for two principals and one reaching coach to address learning loss due to COVID-19.
462-1-020-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	Payments for salaries for training	\$ 549	\$ -	\$ 549	\$ -	\$ -	64900	New Line Item. Per applicant, Professional development and staff training in reading for two principals and one reading coach to address learning loss due to COVID-19.
462-1-021-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Payments for salaries for extra hours for reading coach	\$ 2,882	\$ -	\$ 2,882	\$ -	\$ -	64900	New Line Item. Per applicant, Extra reading coaching salary during non-school time to develop strategies for classroom teachers to address student learning loss due to COVID-19 pandemic; Work with staff to implement successful reading strategies to address academic loss due to COVID-19.
462-1-022-20211012	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	Friday School Teacher Salary	\$ 600	\$ -	\$ 600	\$ -	\$ -	64900	New Line Item. Per applicant, Our school district utilizes a 4-day school per week schedule. Friday School would be extended school time for those students who are struggling from either missing school due to COVID-19 or suffering learning loss form remote learning or school not being in session due to COVID-19.
462-1-023-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	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	Bottle filler/safety/sanitizing to reduce risks for covid-19 transmission	\$ 1,113	\$ -	\$ 1,113	\$ -	\$ -	65229	New Line Item

462-1-024-20211012	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology Infrastructure for connectivity for students/staff	\$ 6,530	\$ -	\$ 6,530	\$ -	\$ -	65700	New Line Item. Per narrative, We purchased Ben-Q teaching boards for all classrooms, using county SPARKS funds. This enabled us to live stream, record and store teacher lessons for those who did not or could not attend due to COVID-19. However, with all of this technology, requiring bandwidth, we found that our infrastructure was lacking. Per applicant, Increase broadband ability for students and staff for better connectivity. This expenditure is related to a previous ESSER II request that was approved. The original estimated cost was too low.
462-1-025-20211012	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Purchase curriculum targets toward areas in which students have fallen behind due to COVID-19 and implementing evidence-based activities to meet the needs of students.	\$ 2,153	\$ -	\$ 2,153	\$ -	\$ -	65770	New Line Item
462-1-026-20211012	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	purchase laptops for teachers for connectivity due to COVID-19	\$ 25,566	\$ -	\$ 25,566	\$ -	\$ -	65700	New Line Item. Per narrative, Due to our low socio-economic nature, we spent a great deal of time addressing problems related to the COVID-19 pandemic as far as academics, remote learning, connectivity, technology, understanding safety protocols and other issues are concerned. Per applicant, Allows teachers better technology connectivity with their students which will enable them to provide better learning opportunities that will help to address learning loss due to the COVID-19 pandemic.

462-1-027-20211012	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	Prof. development for principals and teachers to assist students school needs	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	65230	New Line Item. Per applicant, Professional development for principals for the purpose of providing them knowledge and resources to address possible student academic achievement loss due to the COVID-19 pandemic.
462-1-028-20211012	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	extra aides needs to assist student learning needs	\$ 7,200	\$ -	\$ 7,200	\$ -	\$ -	64990	New Line Item. Per applicant, Additional teacher aide hours for assisting classroom teachers in providing more individualized instruction and tutoring to address possible student academic loss due to COVID-19.
462-1-029-20211012	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Extra hours for custodial staff to address cleaning/sanitizing to reduce risk of virus transmission and exposure to environmental health hazards	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	65200	New Line Item
462-1-030-20211012	Eligible	Direct Allocation	Support Services - Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	PLC Training for principals to address individual student needs	\$ 275	\$ -	\$ 275	\$ -	\$ -	65230	New Line Item. Per applicant, Professional development for principals for the purpose of providing them knowledge and resources to address possible student academic achievement loss due to the COVID-19 pandemic.
462-1-031-20211012	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase technology software for students addressing learning loss	\$ 3,625	\$ -	\$ 3,625	\$ -	\$ -	65770	New Line Item

Kansas CommonApp (2020)

2080-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OwDjvEYb

499_Galena_ESSER II Plan_Change #2

Applicant details

Thank you for creating a User Profile for the Kansas CommonApp!

Your User Profile will be linked to every application submitted under your login. You can always return to this page to keep your information current.

Select an Applicant Type | Unified School District

Applicant / Entity Name | Galena USD 499

Applicant / Mailing Address

| 702 E. 7th Street
| Galena KS 66739

Applicant / First and Last Name of Owner, CEO, or Executive Director | Dr. Trey Moeller

Applicant / Email Address of Owner, CEO, or Executive Director | trey.moeller@galena499.org

Applicant / Phone Number | 6207834499

All questions in the section below *are optional*, and offer an opportunity to upload or enter information that is typically asked for on grant opportunities.

(for **EANS and ESSER grant applications** - please skip the questions below, and scroll to the bottom to complete your User Profile information.)

Application details

Full District Name | Galena USD 499

District Number | 499

Mailing Address Street Address	702 E. 7th Street
Mailing City	Galena
Mailing Address Zip Code	66739
Authorized Representative of the District Name	Dr. Trey Moeller
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	trey.moeller@galena499.org
Authorized Representative of the District Phone Number	+16207834499
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	boglesby@galena499.org
Other District Representative 2 Email Address	renee.goostree@galena499.org

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.

Indicators of the increased challenges regarding the social emotional learning and emotional well being of students include an increase in the number of student office visits, required outside resources for families and students, referrals to Spring River Mental Health for licensed professional counselling, the need for home outreach, student attendance rates and requests from families in need of food and basic supplies. School is a safe place and provides the needed structures for student emotional support. For many of our students being separated from friends and teachers was overwhelming. The majority of our students' academic and SEL needs have been impacted by the pandemic. With approximately 50% of our students on Free Lunches and another 20% on Reduced Lunches (prior to the everyone is free status), the pandemic circumstances have increased the impact of poverty upon our students. Our parents do not have the resources to provide digital tools for their children so the already significant "digital divide" in our community exploded; exasperating the need to provide technological tools and resources for our students.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	No
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Please review the following allowable uses of ESSER II funds before completing the narrative and Excel template portion of the application.

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction. (B)

Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Please note: "Developing strategies and implementing public health protocols for the reopening and operation of school facilities," identified as an allowable use under ESSER III in the American Rescue Plan, is also permissible under ESSER II.

Plan for ESSER II Direct District Allocation and KSDE Per-Student Additional Allocation (If Applicable)

Please summarize how the district proposes using its ESSER II direct district allocation (and its KSDE per-student additional allocation, if applicable) to address incremental COVID-19 needs.

ESSER II Education funding will provide additional staff, technology and resources to provide safe, impactful, flexible and customized learning opportunities for all students. Ongoing and future efforts to recoup learning loss due to COVID-19 and support students on their path to being successful graduates include (but not limited to) credit recovery for high school students, PreK-12 summer programs in June and July, providing a digitally organized learning environment, providing

evidence-based resources in reading and mathematics, and STEM/STEAM activities for successful living in the Digital Age. ESSER II expenditures would also include providing extra special education services to students with disabilities. Remote learning has impacted many of their IEP goals and there is a need to recoup learning losses. Funds would be appropriated to provide services during remote learning due to possible COVID 19 rates within our community.

To help meet the social emotional learning and emotional well being of students, ESSER II Education funding will provide additional certified staff, therapists and technological resources to meet SEL needs. Our plan has multiple strategies. First, we are redesigning the counseling program to dedicate one counselor per building. This allows for one counselor to be the consistent point of contact for students. Additionally, we are increasing our collaboration with the community health center to provide suicide prevention training programs for our students, and to increase the contracted services of their Licensed Professional Counselor to help us meet the trauma induced needs of our students. The last strategy relates to more consistent monitoring of SEL health and well being. We will use the Panorama program to periodically survey students, analyze data, provide interventions, monitor progress of individual students and student groups. Our plan is to identify 4-6 SEL clusters and monitor student growth and evaluate our interventions over the next several years.

How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

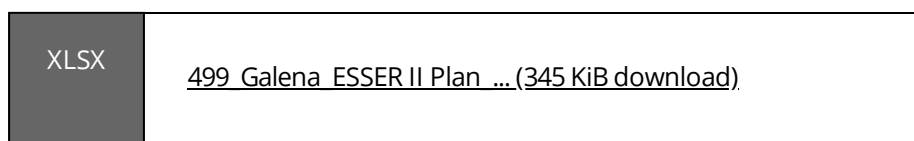
Our district is dedicated to student growth and improvement. A process of continuous progress monitoring has been set in place. We monitor the academic progress of our students through the use of Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards. Additionally, we will begin implementing an SEL intervention and progress monitoring system (Panorama) to evaluate the impact of our SEL curriculum on our students. Principals, teachers and counselors meet as teams at scheduled times during the week or month to monitor academic and SEL data. The data informs instructional needs of students and MTSS. Benchmark data is used to review/revise KESA goals. Student achievement and SEL data is presented to the Board of Education annually. Counselors will also be meeting to monitor progress in targeted SEL areas.

Goals are semi-annually analyzed and evaluated to determine if allocated expenditures are impacting student growth.

Notes on ESSER II application Excel template:

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will be additional opportunities to submit further requests/plans in the future.
- Following ESSER II application approval and initiation of funds draw down, districts will be required to report to the Commissioner's Task Force on ESSER III expenditures and impact on a quarterly basis throughout the program. This ESSER III reporting will be required as a part of regular ESSER program reporting, which will capture past expenditures across funding streams (ESSER I, ESSER I SPED, ESSER II, ESSER II SPED, ESSER II KSDE True Up Allocation). Districts may be asked to provide expenditures by fund, function, object, account, and ESSER II allowable use as part of ongoing ESSER reporting.
- This reporting will not replace any reporting required by the federal government. KSDE will work to maximize compatibility between its reporting requirements and those of the federal government as much as possible to minimize burden on districts.

Please download and complete the ESSER II application template [here](#) to provide details on ESSER II budgeted expenditures across allowable uses and KSDE accounting codes.



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

Throughout the period of the grant award, the LEA will comply with all requirements of:

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.

(a) A State and a subgrantee shall comply with the following statutes and regulations:

- Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100.
- Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106.
- Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104.
- Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 et seq.) | 34 CFR part 110.

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its

subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

(d) The share of that cost provided from other sources; and

(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)

(Authority: 20 U.S.C. 1232f)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 for such failure.

Section II. Specific Elementary and Secondary School Emergency Relief (ESSER) Grant Assurances

The LEA assures that funds shall only be used for any of the following:

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Providing mental health services and supports.

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by— (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. . (B) Implementing evidence-based activities to meet the comprehensive needs of students. (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. (D) Tracking student attendance and improving student engagement in distance education.

School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff if the local educational agency.

Throughout the period of the grant award, the LEA shall comply with all applicable requirements of the Elementary and Secondary School Emergency Relief (ESSER) authorized by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), including: CONTINUED PAYMENT TO EMPLOYEES SEC. 18006. A local educational agency, State, institution of higher education, or other entity that receives funds under "Education Stabilization Fund", shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.

Certification

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Electronic Signature | Dr. Trey Moeller

Date | 09/03/2021

Log in to commonapp.grantplatform.com to see complete application Attachments.

Exp endit ure ID	Eligi bilit y Revi ew Reco mmen dation	Fun d ing Name	Fun ctio n Name	Obj ect Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expendit ures (\$)	Budgete d Expendi tures in SFY 2021 (\$)	Budgeted Expendit ures in SFY 2022 (\$)	Budgeted Expendit ures in SFY 2023 (\$)	Budgete d Expendit ures in SFY 2024 (\$)	Acc ou nt Nu mber	Notes
499- 1- 001- 202 110 12	Eligible	Director Allocation	Instructor	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation: Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 37,519	\$37,519	\$ -	\$ -	\$ -	38	Change Request- Was approved for \$31,750 in SFY 2021, \$38,000 in SFY 2022, \$40,000 in SFY 2023, and \$15,000 in SFY 2024. Per applicant, In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July.....; Dates for 2022 and 2023 have not yet been determined).. We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program

499-1-001-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation:Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 37,519	\$37,519	\$ -	\$ -	\$ -	38	Change Request- Was approved for \$31,750 in SFY 2021, \$38,000 in SFY 2022, \$40,000 in SFY 2023, and \$15,000 in SFY 2024. Per applicant, In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July.....; Dates for 2022 and 2023 have not yet been determined).. We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program.
499-1-001-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation:Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 37,519	\$37,519	\$ -	\$ -	\$ -	38	Change Request- Was approved for \$31,750 in SFY 2021, \$38,000 in SFY 2022, \$40,000 in SFY 2023, and \$15,000 in SFY 2024. Per applicant, In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July.....; Dates for 2022 and 2023 have not yet been determined).. We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program.

499-1-001-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation:Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 37,519	\$37,519	\$ -	\$ -	\$ -	38	Change Request- Was approved for \$31,750 in SFY 2021, \$38,000 in SFY 2022, \$40,000 in SFY 2023, and \$15,000 in SFY 2024. Per applicant, In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July.....; Dates for 2022 and 2023 have not yet been determined).. We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program.
499-1-001-20211012	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation:Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards (7 FTE teachers)	\$ 37,519	\$37,519	\$ -	\$ -	\$ -	38	Change Request- Was approved for \$31,750 in SFY 2021, \$38,000 in SFY 2022, \$40,000 in SFY 2023, and \$15,000 in SFY 2024. Per applicant, In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July.....; Dates for 2022 and 2023 have not yet been determined).. We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program.

499-1-006-20211012	Eligible	Director of the Superintendent	Office of the Superintendent	Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation: Greenbush (Administrative Services): Support for planning and implementing COVID-19 response for academic and SEL challenges we face	\$ 2,700	\$ -	\$ 1,350	\$ 1,350	\$ -	38	Change Request-Was approved for \$1,350 in SFY 2021, \$1,350 in SFY 2022, and \$1,350 in SFY 2023
499-1-007-20211012	Eligible	Director of the Superintendent	Instructional Services	Technical Services	10. Providing mental health services and supports	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation: Greenbush (Crisis Prevention and Response Services): The partnership increaes support for our district counselors to help meet the needs of students and teachers in times of district crisis.	\$ 4,900	\$ -	\$ 2,450	\$ 2,450	\$ -	38	Change Request-Was approved for \$2,450 in SFY 2021, \$2,450 in SFY 2022, and \$2,450 in SFY 2023.
499-1-008-20211012	Eligible	Director of the Superintendent	Instructional Services	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	CHANGE REQUEST: \$\$ reappropriated in this plan based on actual expenditures and reappropriation: Software etc Canvas, Edgenuity, etc.: Tools for supporting students in the implementation of COVID-19 response for academic and SEL challenges we face	\$ 49,108	\$19,108	\$ 30,000	\$ -	\$ -	38	Change Request- Was approved for \$13,000 in SFY, \$30,000 in SFY 2022, and \$30,000 in SFY 2023. Per narrative, Evidence of the negative impact of COVID-19 on the district and our Pre-K through 12 students can be recognized in the progress monitoring data collected locally through Renaissance STAR assessments, Dibels, NWEA, IXL and locally developed assessments targeting specific learning standards.
499-1-009-20211012	Eligible	Director of the Superintendent	Instructional Services	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST: Based on actual salaries of teachers hired: ELE/MS/HS instructional Support Specialists: 3 certified positions to support the identification of, instructional planning and implementation for and progress monitoring of students who are not meeting identified learning targets.	\$ 333,046	\$ -	\$ 166,523	\$ 166,523	\$ -	38	Change Request-Was approved for \$178,391 in SFY 2022 and \$178,391 in SFY 2023

499-1-010-202-110-12	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST was a NEW ITEM in June (based on actual cost and added FY23 and FY24): Data collected after remote instruction highlighted that our students are not achieving at levels we normally expect and/or hope for. As such, and in order to develop the capacity for adaptive responses to unpredictable circumstances caused by the pandemic, efforts are necessary to integrate evidence-based instructional practices and resources into digitally organized units of instruction. Development and modification of instructional units will be based on identified gaps in learning according to specifically identified standards and subgroups of our student population (especially noted for our students living in poverty). Teachers and counselors will be provided the opportunity to access instruction, support and time to digitally organize instructional units based on an analysis of student learning and the integration of evidence-based instructional practices and resources. Participation by teachers is voluntary and is scheduled for Aug. 2 - Aug 6, 2021. The length of day is defined in our negotiated agreement and participating teachers will be paid \$200 per day. With a maximum of 62 participants for a maximum of 5 days, the maximum cost would be 62x5x200=\$62,000 Galena utilizes Canvas as the platform for digitally organizing all elements of the instructional process.	\$ 147,104	\$ -	\$ 46,104	\$ 50,500	\$ 50,500	38	Change Request-Was approved for \$58,650 in SFY 2022.
499-1-011-202-110-12	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	NEW ITEM: Summer Program: We will provide Summer Academic Camps and programs based on identified priority learning standards; Instructional Supplies	\$ 3,815	\$ 3,815	\$ -	\$ -	\$ -	38	New Line Item. Related Rows 15 and 16 for summer program. New item identifies expenditures for supplies. Prior description of summer program: In order to remediate (and hopefully accelerate) lost learning time caused by the pandemic, the summer programs have been developed to provide students an opportunity to meet targeted learning goals suggested by the sending teacher. The learning goals will come from the district curriculum areas such as reading, math, technology, science and physical education. The program will provide opportunities for academic and social emotional growth. It will also help students with building both sound academic skills and improve student relationships by working in teams and on projects. The high school program is focused on credit recovery. We are replicating the K-8 summer program model and HS credit recovery developed in the summer of 2020 (July 6 - 3; 80 students; 5.5 teachers and 5 paraprofessionals) and will be from 8:00-3:30 daily (M-F) beginning June 7, 2021 and ending on July 2, 2021. (The 2020 dates were July.....; Dates for 2022 and 2023 have not yet been determined).. We currently have 121 students enrolled in these programs; With more students enrolling we have now scheduled 7 teachers and 5 paraprofessionals. In addition to the summer program developed during the summer of 2020, to meet the targets mentioned above, we are also implementing week long summer academic camps. These camps will be from 8:00-3:30 daily (M-F) beginning July 5, 2021 and ending July 16, 2021. We currently have 40 students enrolled in this program; with more students enrolling we have now scheduled 3 teachers and 2 paraprofessionals. Students will be provided a free breakfast and lunch, daily. Transportation will be provided to and from the summer program.
499-1-012-202-110-12	Eligible	Direct Allocation	Instruction	Property	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW ITEM: Technology tools required to develop the capacity for adaptive responses to unpredictable circumstances caused by the pandemic, these tools are necessary to integrate evidence-based instructional practices and resources into digitally organized units of instruction. Galena utilizes Canvas as the platform for digitally organizing all elements of the instructional process.	\$ 25,122	\$25,122	\$ -	\$ -	\$ -	38	New Line Item. Per narrative, 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.

499-1-013-202-110-12	Eligible	Director Allocation	Instructional Services Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM: USD 499 is requesting FY22: \$89,689, FY23: \$90,000 for the purpose of providing premium pay, or additional compensation, for all district personnel. The total amount will be paid in the following manner, 77 Full time Certified Staff: \$600 per person, 3 Full time Classified Staff: \$600 per person, 67 Part time Certified Staff: \$300 per person, 11 Part time Classified Staff: \$300 per person, Certified: This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during 2021-2022 school year in response to academic and social-emotional learning loss due to COVID. Additionally, the following has been discussed and agreed to through our local negotiations plan or agreement. Employees are aware of and have agreed to perform the duties. These additional reasonable and necessary duties have been established prior to these services being rendered. Increased development of resources, supports, and interventions for students and families by individual teachers to support learning and mitigate learning loss Increased collaboration time provided for teachers, specialists, paraeducators, and other support personnel to: Analyze achievement and growth data Develop and provide targeted interventions Develop evaluation strategies to determine the effectiveness of targeted interventions Increased written and verbal communication with families to discuss and collaborate frequently regarding continued achievement and growth strategies, supports, and results. Increased time and effort to provide academic support, social and emotional support, whole child health and wellness support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families impacted in various ways by the COVID-19 pandemic. Increased time and effort to provide learning opportunities in a digital environment. Classified: A payment for all classified staff members to prepare for and respond to COVID and for additional duties related to COVID that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties that will need to take place during the 2021-22 and 2022-23 school year in response to academic and social-emotional learning loss as well as increased safety protocols due to COVID. Additional duties can and will include increased develop of resources, supports, and intervention; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation	\$ 179,969	\$ -	\$ 89,969	\$ 90,000	\$ -	38	New Line Item
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